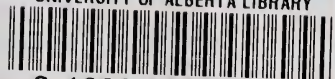


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THE NEW WORK-PLAY BOOKS

MANUAL FOR
THE PRE-READING AND
READING READINESS
PROGRAM

REVISED EDITION

BY

ARTHUR I. GATES

AND

MARY M. BARTLETT

NEW YORK

THE MACMILLAN COMPANY

1947

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MARY M. BARTLETT

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NEW JERSEY STATE TEACHERS COLLEGE

NEWARK

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CHAPTER I

MATERIALS AND OBJECTIVES FOR THE PRE-READING AND READING READINESS PROGRAM

1. GENERAL CHARACTERISTICS AND OBJECTIVES

The fact that most children on entering the first grade should be provided with a pre-reading program designed to develop readiness for reading and for other first-grade experiences is now well established. Such a program should embody the following general characteristics:

1. It should be flexible enough to meet the needs of children differing widely in their equipment at the time of entering school.
2. It should provide for diagnosis and appraisal of the really important abilities, interests, and personal traits.
3. It should be rich, realistic, and child-like enough to arouse children's interests and enthusiasm.
4. It should be broad and varied enough to develop readiness for all phases of schoolwork.
5. It should be specialized enough in proper ways to insure the development of the specific interests, information, and skills which comprise reading readiness.
6. It should be organized and managed with sufficient regard to the principles of child development to foster the growth of a wholesome, healthy, and dynamic personality.
7. It should be flexible and extensive enough to meet the needs of all pupils from those who require but two or three weeks to those who need months of pre-reading activity.
8. It should be flexible enough to be workable in schoolrooms in which the equipment varies from the meager to the elaborate.

2. MATERIALS PROVIDED IN THE NEW WORK-PLAY BOOKS

The following special materials are provided for the pre-reading program;

1. *All Aboard*, Revised, a pre-reading book for the pupils. (Optional)
2. *Beginning Days*, a pre-reading book for the pupils. (Optional)
3. *The New Work-Play Standardized Reading Readiness Tests*. (Optional). The test materials comprise the first five pages of the Preparatory Book to accompany the basal Pre-Primer, *Off We Go*. These tests, in order to provide for a second testing, also appear on the first five pages of the Preparatory Book to accompany the Primer, *Jim and Judy*.
4. *Manual for the Pre-Reading and Reading Readiness Program*. This Manual gives directions for conducting a program meeting the objectives outlined in Section 1 on page 1, with the use of all three, any two, any one, or none of the three optional materials—*All Aboard*, *Beginning Days*, and *The New Work-Play Standardized Reading Readiness Tests*.

All Aboard is a forty-eight-page book, approximately eight and one half by ten inches in size, to be used by the pupil. Every page contains attractive pictures. Twenty-four pages have illustrations in four colors, and twenty-four pages have black and white illustrations, thus introducing the pupil to two types of illustrations. The illustrations vary from large double-page panoramas to as small sizes as seem advisable at the beginning stage. This book provides for a series of carefully graded activities designed to develop such interests and skills as interpreting all sorts of pictures, both single and serial; describing experiences; telling and interpreting stories; acquiring word meanings and information; exploring the environment; learning colors and color names; counting; improving speech; learning to listen, to follow directions, to identify the initial and final (rhyming) sounds of words; developing knowledge of right and left; etc. The first thirty-six pages of the book develop the various skills and interests comprising readiness for reading in the narrower sense, such as ability to handle books, skill in following book materials in the proper left-to-right and top-to-bottom of page order, and basal techniques of word perception and sentence reading—without actual word mastery or reading. Pages 37–48 introduce, in the easiest possible form, actual reading of words and sentences. In

this section of *All Aboard*, fourteen words are introduced and generously reviewed. This section serves to teach and test actual ability to read. It gives the teacher a very good idea of how well a pupil will do in the following pre-primer period. All fourteen words are reintroduced in the Pre-Primer. The materials in *All Aboard* are not to be marked, colored, or otherwise defaced, and the book may be used repeatedly.

Beginning Days is a forty-eight-page book with illustrations exclusively in color. It is identical in page size with the Primer and First Reader in *The New Work-Play Books*. It is similar in organization and purpose to *All Aboard*. It provides pictorial material for use in developing most of the same interests and abilities, including the essential reading skills of observing words, following sentences, etc. However, it does not include a section requiring reading. *Beginning Days*, like *All Aboard*, may be used repeatedly.

A very rich and educative program is provided by the use of both *All Aboard* and *Beginning Days*. When used together, the pupil takes up a unit in one and then the other, alternately. These two books are parallel to, but do not duplicate, each other. Each provides an expansion and extension of the other. The use of both is particularly desirable when a long and thorough reading readiness program is desired.

Either *All Aboard* or *Beginning Days* may be used without the other. If but one is to be supplied to the pupils, the teacher should choose the one which she prefers. *All Aboard*, because of the large-sized pages, contains somewhat more material and provides for a wider variety of activities. The Lesson Plans in the Manual suggest alternative activities to be followed when one or both of the optional books are not used.

As stated earlier, this teacher's Manual not only provides directions for carrying on a pre-reading program with only one of the two books but also gives details for a program without either of them.

The New Work-Play Standardized Reading Readiness Tests are the result of several years of experimental work. The materials and directions for giving the tests and scoring results have been carefully

standardized and norms developed. The tests include five subtests measuring the most important reading readiness abilities. Norms were developed for each subtest, in order to give the test *diagnostic* as well as *predictive* value. The tests enable the teacher to determine the pupil's needs (as well as his status) in important reading readiness abilities. The results are thus objective aids in directing her teaching to meet individual needs. *The New Work-Play Standardized Reading Readiness Tests* comprise pages i-v of the Preparatory Book to accompany the basal Pre-Primer, *Off We Go*, and are provided again, for use in retesting, on pages i-v of the Preparatory Book to accompany the Primer, *Jim and Judy*. If neither of these Preparatory Books is available to the pupils and tests are to be bought separately, the teacher may secure the *Gates Reading Readiness Test* (published by the Bureau of Publications, Teachers College, Columbia University, New York City) which is similar to *The New Work-Play Standardized Reading Readiness Tests*. To teachers who are provided with no reading readiness tests, the Manual for *Off We Go* and *Now We Go Again* (Chapter I) gives suggestions for informal substitute tests.

This Manual is organized as follows: Chapter II describes the interests, abilities, and skills which should be the outcomes of a reading readiness program. It outlines the methods and materials to be used to acquire these outcomes and includes a variety of activities which may be used when needed for extending, supplementing, and enriching the program. It also suggests methods of diagnosing various important abilities and defects in such aspects as conversation, speech, vision, hearing, color discrimination, etc., and for conducting remedial measures. It describes methods of "sizing up" a pupil's attainments and needs by observing his daily work.

Chapter III gives detailed lesson plans for using *All Aboard* and *Beginning Days* together or either one alone. It suggests ways of carrying out similar activities in classes in which the pupils are not supplied with either of these books. It also includes suggestions for collateral and additional activities for the slow learners and enrichment activities for the rapid learners.

The Appendixes include lists of titles of suitable books, apparatus, and materials for use in the pre-reading program.

CHAPTER II

ABILITIES AND INTERESTS TO BE DIAGNOSED AND DEVELOPED IN THE PRE-READING AND READING READINESS PROGRAM

1. GENERAL PLAN OF THE PROGRAM

By reading readiness is meant that stage in the development of the child at which he can begin to learn to read with pleasure, understanding, and a good chance of success.

It is usually assumed that reading readiness depends upon a combination of factors: information, interests, and skills; and various phases of mental, social, and physical development. Recent investigations of the roles of various factors in determining reading readiness and predicting progress in reading during the first two years of school have shown the relative importance of the many forms of information, interests, skills, and other phases of development. These studies have shown quite clearly that certain abilities, such as the ability to interpret pictures, to follow directions similar to those given by the teacher in a typical classroom exercise, to observe (match or select) printed words, to understand the main points and the general drift of a typical child's story, to select spoken words which rhyme, to detect characteristic word sounds, etc., are of prime importance in determining a pupil's success and interest in learning to read. The importance of general intelligence has also been demonstrated. These studies have shown, however, that appraisals of many other abilities, skills, and personality factors do not give good predictions of ability to learn to read.

2. HOW READING READINESS IS ACQUIRED

The abilities and skills which count the most in determining reading readiness are acquired in various degrees by children in the home, at play, in the kindergarten, and in other situations before they enter the first grade. For children who have not reached a desir-

able state of readiness on entering the first grade, it is necessary to provide in the school a rich program of experiences which will enable them to acquire these abilities and interests. They are best acquired in a rich and varied pre-reading or reading readiness program. For some children this program may need to be continued for a considerable time.

Although the reading readiness program must cover a wide variety of experiences, recent studies have shown that a number of activities, lessons, and drills, frequently recommended for this period, are of little or no value. Although they may provide definite "busy-work," they will contribute very little to the growth of readiness for reading. In the program outlined in this Manual every effort has been made to provide all of the experiences and activities which seem to be necessary or advisable for preparing every pupil to be successful in learning to read and in acquiring other abilities essential in typical first-grade work without spending a large amount of time in mere "busy-work."¹

Mere passage of time does not bring about reading readiness; nor is reading readiness developed by a program which rigidly excludes all contact with reading materials. It is rather one of the results of a carefully planned, well-rounded, rich, and varied pro-

¹ The following are reports of certain studies which have a direct bearing on the issues discussed above:

Frank T. Wilson, Cecile White Flemming, Agnes Burke, and Charlotte G. Garrison, "Reading Progress in Kindergarten and Primary Grades," *Elementary School Journal*, February, 1938, pp. 442-449. This article is one of a series of the extensive investigations conducted in the Horace Mann School, New York City.

The following give the results of another series of extensive investigations conducted in public schools in New York City and in smaller cities in Connecticut: Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," *Elementary School Journal*, March, 1937, pp. 497-508; Arthur I. Gates, G. L. Bond, and D. H. Russell, *Methods of Determining Reading Readiness*, Bureau of Publications, Teachers College, Columbia University, 1939, p. 55; Arthur I. Gates, "An Experimental Evaluation of Reading Readiness Tests," *Elementary School Journal*, March, 1939, pp. 497-508; Arthur I. Gates, "A Further Evaluation of Reading Readiness Tests," *Elementary School Journal*, April, 1940, pp. 577-591.

gram of activities which looks toward the development of the whole child and sees reading as one factor which, under modern social conditions, contributes to that development. In a realistic situation the child is challenged as frequently to read as to paint or to build a toyhouse. The program for developing reading readiness offered by *The New Work-Play Books* is based upon activities which are in themselves worth while and constitute an interesting and fruitful child life. The value of these activities is in no wise lessened, but rather increased, by their orientation toward reading.

The degree and kind of reading readiness required to insure success in learning to read depend, furthermore, upon the materials and methods used in the teaching of reading. Some reading programs are much more difficult than others and therefore place much greater demands than others on certain information and skill, such as knowledge of word sounds and phonetic insight, and consequently require higher levels of attainments in these lines.

The policy in *The New Work-Play Books* is to provide¹ a carefully planned reading readiness program designed to develop the abilities and interests required to learn to read successfully with *this particular program*; to provide carefully developed reading readiness tests to be given at the time most children should be ready for further work in learning to read for the purpose of determining more certainly which ones are ready for reading; and to provide programs to be used thereafter to meet the needs revealed by these tests. These provisions make it possible for every child to learn to read successfully and joyfully without suffering the chagrin of frustration or failure.

The reading readiness program of *The New Work-Play Books* is twofold. It outlines a series of activities which constitute a general readiness program, and a series of activities which lead directly into reading. The two aspects of the program are not mutually exclusive, but go hand in hand. The optional introductory books *All*

¹ Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," *Elementary School Journal*, March, 1937; Arthur I. Gates, "An Experimental Evaluation of Reading Readiness Tests," *Elementary School Journal*, March, 1939.

Aboard and *Beginning Days* supply concrete materials for carrying on the activities which bear directly upon reading and provide a setting in which activities of a more general nature can be expected to flourish. The Manual gives instructions for carrying forward other activities to insure sound, all-around child development and for testing the abilities and handicaps which are of most importance in the first year's work.

In the following pages these factors will be examined in turn and suggestions will be made for the development of each. Although each factor will be considered separately, it must be remembered that, in practice, development along one line is certain to be accompanied by changes along other lines.

3. EFFECTING ADJUSTMENTS TO THE SCHOOL SITUATION

In point of time the child's adjustment to the school situation is the first aspect of reading readiness which engages the teacher. A child who has had kindergarten experience is already accustomed to many things which must be learned by the child who enters school.

The child must first get acquainted with the teacher. Her manner with the child will do much to bring this about. She should make an effort to learn each child's name as quickly as possible and to use it frequently. A few pleasant words of greeting or a gracious remark will go far toward making him feel at home in the classroom.

The child must become acquainted with a rather large group of children. For many children this is quite a new experience. Early in the first few days of school definite provision should be made for introducing the children to one another. At first the child may prefer to work by himself, since he is not accustomed to living and working in a group. The daily conference or conversation period helps to adjust the child to the new situation. Group games are another aid. The program from the very beginning should include activities which develop group thinking and working, such as dramatizing stories, working on a series of story pictures, making a garden or caring for plants, and taking care of the room. The teacher should frequently make informal suggestions as to how one behaves in a group—one listens when others are talking, one does not interrupt, one does not make noises which disturb others, etc.

The child must also learn to share with others and to use only a reasonable part of the equipment designed for the group. The teacher should watch the classroom situation and, when occasion arises, show concretely how one enters into the group enterprise.

For some children the matter of growing accustomed to the absence of parents, brothers, and sisters is a serious one. While visits from mothers are very desirable once the school routine is under way, the mothers should be tactfully discouraged from staying with the child during the first few days of school. The child must learn to forget the elements of home routine, which in many cases has centered largely around him. Helping him to do this is a matter for concrete suggestion as occasions arise. He must learn that in the classroom situation it is not always possible to do just as one pleases and that the group routine, flexible and happy though it should be, must be observed. He must learn how to get help when he needs it and how to ask for it. Shy children or children who are accustomed to undivided attention from their mothers may find this difficult. The teacher should watch for occasions when help is needed, give it promptly and kindly, and tell the child what he is to do when a similar situation occurs again.

The child has to become accustomed to many new objects. The classroom itself looks very different from the rooms of his home. It is larger and has a different type of lighting. It contains desks, tables of a new kind, blackboards, and other things the purposes of which he may not understand. The teacher should not merely take for granted that the child will acclimate himself to these new surroundings. She should provide specific guidance whenever it is needed.

This whole matter of becoming adjusted to the new situation is one of the utmost importance. Children often fail to learn not because of low mental ability or unwillingness to co-operate, but because the distractions of the new environment outweigh the appeal of other new learnings. While this adjustment is furthered by many of the activities of the reading readiness period, it must be borne in mind that until the adjustment is well under way, the child cannot be expected to respond fully to more formal teaching.

He should be allowed plenty of time to make the adjustment, and the teacher should consider this adjustment fully as much a part of her program as any other objectives of the reading readiness period.

4. DEVELOPING ABILITY TO USE CLASSROOM EQUIPMENT

The child entering school is surrounded by many things of which he knows neither the purposes nor the uses. Learning to use classroom equipment is one phase of adjustment to the classroom situation. Many children have had experience at home with crayons, paints, and the like, but to others these things are totally strange, particularly in the first weeks of school. The children should receive help in managing the material provided for them. They should learn how to use scissors and paste; how to handle crayons; how to manipulate clay, weaving materials, and other things offered by the classroom. They should be shown how to use the pencil sharpener, what wastebaskets are for, where supplies are located, and the like. Continued help should be given as the children are challenged by new processes or new materials.

5. PROVIDING EXPERIENCE AND COMMON INFORMATION BY MEANS OF EXCURSIONS

Most children entering school from average or better than average homes have a fairly wide background of experience. They have been taken on trips; they have been to the stores, to the country or the seashore, to the zoo, and to many other places where firsthand experiences have been gained. Children from underprivileged homes or from remote localities may have had very few such experiences.

The conversation periods of the first few days will reveal much to the teacher about the children's background and indicate to her some of the lines along which new experiences should be provided. The materials of *All Aboard* and *Beginning Days* will help the teacher to make this diagnosis and provide starting points for enrichment.

Trips and excursions to various places in the neighborhood pro-

vide one of the most effective means of enabling the child to acquire information and interests of great value in learning to read. Both *All Aboard* and *Beginning Days* present in pictures most of the common features of a typical American environment. Pictures of homes and schools; of small towns and large cities; of farms and country life; of stores of all sorts; of playgrounds, parks, zoological gardens, beaches, parties, and picnics; and of innumerable details, such as dishes, stoves, furniture, autos, boats, busses, trains, animals, implements, foods, etc., are presented in various pictorial settings. The Lesson Plans for these books give suggestions for combining firsthand experiences with such scenes and objects and various experiences with the pictures. By employing pictures and excursions together, each enriches and enlivens the other.

For very immature and inexperienced children, a period of visits may precede use of the pictures in *All Aboard* and *Beginning Days*. The teacher will be able to judge the advisability of this plan by trying, experimentally, the pupils' ability to interpret the pictures after an excursion. When the children show interest in and ability to interpret the pictures in relation to their trips, pictures may profitably be employed.

Motion and sound motion pictures of types now being developed for school use are highly interesting and useful vehicles for enriching the child's experience. Trips and excursions, combined with motion pictures and still pictures, such as those in *All Aboard* and *Beginning Days*, form a splendid combination for increasing the child's range of information and skill. For example, such "talkies" as *Farm Animals*, *Poultry on the Farm*, *Gray Squirrel*, *Adventures of Bunny Rabbit*, *Robin Redbreast* (from the 16 mm. primary grade series of the Erpi Classroom Films, Inc.) are extremely valuable to all children, and particularly to those living in cities where visits to farms, etc., are difficult. The films bring out clearly many factors which children would rarely see in actual life.

6. ACQUIRING KNOWLEDGE OF LEFT AND RIGHT

The teacher should make an early investigation to determine to what degree the pupils' background of experience has included such

common items of information as the distinction between left and right, the names of colors, and spoken and written numbers from 1 to 10. Many counting activities are included in the Lesson Plans for the first units of *All Aboard*.

Ability to distinguish between the left hand and the right hand and an understanding of the terms *left* and *right* are of much practical value in reading and in other school activities. The old game "Looby Loo" is a favorite one for teaching left and right and one that children enjoy.

The following rhyme may be learned and played:

Left foot out.
Right foot in.
That's the way the dance begins.
Left hand up.
Right hand down.
Now we all turn round and round.

The pupils may execute simple directions requiring them to distinguish between right and left, as *Walk to the right, Turn to the left, Put your right hand on your head*. The directions may gradually increase in difficulty, as *Point to the curtain to the left of the window, Put the vase to the right of the books*.

This rhyme may be used for group directions:

All may stand up straight and tall,
Chins up high, one and all!
Hands on hips,
Hands on knees,
Put them behind you
If you please!
Touch your fingers,
Now your nose,
Touch your ears,
And now your toes!
Raise your hands up high in the air,
Down at your sides,

*Now touch your hair.
Now you may please
Touch your elbows,
Now your knees;
Raise your hands up high as before,
Now sit down, hands quiet once more,
Eyes to the front,
Feet on the floor.

Directions to draw may provide further training. The teacher may say, "I am going to draw an arrow. My arrow will point to the left—like this," or "I am going to draw a house with a chimney on the left."

The pupils may copy the teacher's drawings. After some practice in copying, the teacher's blackboard drawing may be erased, and the children may draw from memory.

The teacher should remember that when she faces the children, her right hand corresponds to the pupils' left hands. When she wishes to show her right, for instance, she may momentarily turn her back to the pupils.

Exercises in which the pupils locate the right hand of a character in a picture should not be undertaken in the early stages because of the apparent reversal of position. Later on, the pupils may be made aware of this apparent reversal, but it should not be brought to their attention until they have thoroughly learned left and right directions in relation to themselves.

7. TEACHING THE COMMON COLORS

In discussing pictures the teacher may frequently call the children's attention to the colors of objects shown. At first the teacher may name the color, as, "This boy is wearing a red coat." Later the pupils may be asked to tell the color, as; "What color is this boy's coat?"

Objects may be grouped according to color. The pupils may select all the red books on the library table. They may make a poster consisting of pictures of objects of one color. For example, they

* Explain they will arch their hands above their hair.

may gather together on a poster pictures of a red apple, a red automobile, a red house, a red ball, etc.

The following color game may be played. All the children but one should close their eyes. The child whose eyes are open may select an object in the room and whisper its name to the teacher. He may then say to the group, "I am thinking of something that is blue (or whatever the color may be)." The other children then open their eyes and try to identify the object which the first child had in mind. The first one to identify the object correctly selects the object to be guessed next by the group.

Learning the names of colors may be closely connected with the pupils' work with crayons or paints. The pupils may be told to draw a simple object, as a book, using a crayon of some designated color. They may name the colors which they have used in making a picture. They may be told to include a certain color in a picture which is otherwise made according to their own wishes; for example, the teacher may say, "Draw a picture of some children playing. Put a blue coat on one of the children." When the pictures are completed, they may be examined to see whether the teacher's direction has been accurately carried out.

8. DETECTING AND CARING FOR THE COLOR-BLIND CHILD

About four boys and one girl in one hundred are color-blind in some degree. The common form of color blindness consists in inability to see red and green as normal people do; blindness for blue and yellow is rare. It must not be assumed that the first-grade child who cannot name the primary colors is color-blind. Many children on entering school have not learned the proper names for colors. Color blindness is suggested by a confusion of colors, usually red and green with each other and with other colors and gray. Only a test for color blindness will make diagnosis certain. Color blindness cannot be cured.

Special care must be exercised with the color-blind child. He should not be expected to identify colors as other children do, and it is useless and embarrassing to try to make him do so. Quite different standards in picture interpretation, in painting, drawing with crayons, etc., should be set up for him.

9. DIAGNOSING VISION

Although there is now substantial evidence that the role of defective vision in causing difficulty in learning to read has been exaggerated in recent years, it is nevertheless important to detect and correct all types of visual defects. Any visual deficiency is a handicap in many phases of schoolwork. Some visual defects produce fatigue and distress as well as distort the pupil's visual impression. The teacher cannot expect to diagnose visual defects; at the most she can hope only to detect or suspect them.¹ She should inquire what diagnostic facilities are available in the school. Many schools have the *Snellen Charts*, the *Eames Tests*, the *Jensen Tests*, the *Betts Telebinocular*, or other devices which teachers can learn to use for classroom surveys of vision.

10. DIAGNOSING AND PROVIDING FOR OTHER FORMS OF SENSORY EXPERIENCE

Except for defects of vision and hearing, which are frequent, limitations of the other senses are not common, and, as far as most schoolwork is concerned, are not usually important.

Some first-grade children, however, profit from experience in learning to use their senses and to distinguish the more common sensory experiences. Most children will receive all the experience they need by carrying out the activities, projects, and enterprises outlined later in this Manual and will, therefore, not need much, if any, of the "special sensory" training widely advocated for the kindergarten and first grade a few decades ago. In general, the best policy is to provide broad, rich, and realistic projects and enterprises in the course of which the pupils learn to make useful sense discriminations rather than to resort to narrow, formal, artificial sensory drills.

¹ An excellent book for the teacher is O. G. Henderson and H. G. Powell, *Good Eyes for Life*, D. Appleton-Century Company, New York. See also E. A. Betts, *The Prevention and Correction of Reading Difficulties*, Row, Peterson and Company, Evanston, Illinois, pp. 146-173; and P. Witty and D. Kopel, *Reading and the Educative Process*, Ginn and Company, Boston, pp. 240-241.

Following are listed a few of the more formal exercises which, *used sparingly*, are often useful both to help the teacher diagnose the pupils' abilities and to improve them. The activities are chiefly useful for children of especially limited experience and ability:

1. A familiar object is placed in the hands of a blindfolded child. By feeling, smelling, or shaking the object he attempts to discover its identity.

2. A child is blindfolded or turns his back. Other children make familiar noises—for example, closing a door, crumpling paper, tapping on a desk. The blindfolded child tries to tell what produced the noise.

3. A blindfolded child attempts to identify an object entirely by its odor. Only articles with distinctive odors should be offered. Suitable articles would be an orange, a piece of chocolate, a jar of paste, or a flower.

4. Three to six objects are arranged in a row. The pupil observes them for about ten seconds, and then turns his back and reports them.

5. The pupil observes a picture for a time, and then turns his back and describes it.

6. The teacher may place six or eight peanuts, or other small objects not usually found in the classroom, in obvious places. Remaining seated, the pupils may look about the room, attempt to discover all the objects, and then tell where they were seen. (An additional outcome of this game is the practice afforded in the use of words denoting relationships, as *on*, *under*, etc.)

7. The teacher may draw a simple geometric form on the blackboard and have the pupils copy it exactly. An element of orientation may be introduced by drawing forms which are more elaborate or have special marks on one side. The pupils, in copying these, should be required to reproduce the orientation as well as the form. When the pupils have had some practice in copying forms of each kind, geometric forms may be drawn which are erased after the pupils have looked at them carefully. The pupils should then draw them from memory. The pupil may be taught the names of the more common figures, such as *circle*, *square*, *cross*, and *star*.

11. DIAGNOSING HANDEDNESS AND OTHER TYPES OF DOMINANCE

Contrary to the view held by many a decade ago, it is not now generally believed that left-handedness is a handicap in learning to read. The left-handed child is slightly more likely to begin to scribble, draw, look at words, and write words from right to left instead of from left to right than is the right-handed pupil. *The New Work-Play Books* include very thorough provisions for developing the correct left-to-right reading habits, and left-handed children should have no difficulty. It would be advisable for the teacher to give these children special attention during the first experiences in observing words and writing. Suggestions are given at many points later in this Manual.

If a child is naturally left-handed, as shown by his preference for using the left hand in holding a knife, ruler, or shears, throwing a ball, using an eraser, shooting marbles, brushing the teeth, drawing or writing, it is unwise for anyone except an expert in the matter to try to change him over to use of the right hand.

Hand, eye, and other forms of dominance are discussed in *The Teaching of Reading*, *The Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I*, Public School Publishing Company, Bloomington, Illinois, 1937, pages 400-401; Arthur I. Gates, *The Improvement of Reading*, Revised, The Macmillan Company, New York, 1935, pages 342-352, 574-580; and P. Witty and D. Kopel, *Reading and the Educative Process*, Ginn and Company, Boston, 1939, pages 243-244.

12. DIAGNOSING HEARING

If a child cannot hear well, he will have difficulty in school unless he is given a favorable position and unless special effort is made to convey the spoken word to him. Some children who are judged to be "inattentive," "indifferent," or "lazy" prove to have no significant defect except poor hearing. The teacher should be alert for such children and refer them to a specialist for examination. Often poor hearing is due to excessive wax in the ear or other conditions which may be corrected.

The teacher can readily learn to give the "whisper" test for audi-

tory acuity. To do this, the teacher should whisper one at a time a series of numbers or familiar words to the child at each of several distances in a *quiet* room. The child should face the teacher with his eyes closed. The following table (from Fletcher) will serve as a guide.

A hearing loss of fifteen sensation units in a quiet room is serious enough to justify examination by an expert and special attention to the child in the classroom. This means any child who cannot hear words or numbers given in an "average whisper" at a distance of at least seven feet should be suspected of defective hearing. It would be well to suspect any child who cannot hear an average whisper at ten feet or less.

<i>Average whisper</i>	<i>Loud whisper or soft voice</i>	<i>Hearing loss in sensation units</i>	<i>Quality of hearing</i>
39 feet	225 feet	none	Excellent
22 feet	125 feet	5	Good
12 feet	70 feet	10	Fair
7 feet	40 feet	15	Poor
4 feet	22 feet	20	Very poor

An excellent book for teachers on hearing is H. G. Powell, *Your Hearing*, D. Appleton-Century Company, New York. See also Arthur I. Gates, *The Improvement of Reading*, Revised, The Macmillan Company, New York, 1935, pages 373-380; E. A. Betts, *The Prevention and Correction of Reading Defects*, Row, Peterson and Company, Evanston, Illinois, 1936, pages 191-199; or P. Witty and D. Kopel, *Reading and the Educative Process*, Ginn and Company, Boston, 1939, pages 241-242.

13. DEVELOPING ABILITY TO LISTEN

The ability to listen is one phase of adjustment to the classroom situation, but because of its bearing upon reading it may also be considered separately. The child must learn to attend to what is being said and at the same time to ignore many distracting noises. When the teacher has something to say to the group, she should make it quite clear that she is addressing them. She may call the children by name and wait until all are attentive.

The reading of stories to the children provides further opportunities for developing ability to listen. During the reading of a story, children should be required to sit quietly, although it is not necessary that all members of the class should be in the audience. The teacher may say, "I am going to read a story to those who wish to listen. Those who prefer to do something else may stay in another part of the room."

Active listening should be encouraged. During the reading of a story there may be pauses to discuss the story or to anticipate what will happen next. After the reading of a story, the children may tell the part they liked best, the funniest part, how they liked the story, etc. They may respond, by appropriate gestures or movements, to certain parts of the story, or join in the saying of a refrain or a recurrent phrase, such as "I'll huff, and I'll puff, and I'll blow your house in."

Children who have difficulty in hearing may learn to assist themselves somewhat by watching the face, especially the mouth, of the speaker. At first, they can see only the more obvious facial expressions and lip movements. If the children's attention is called to them and if special care is exercised to see that they are placed where they can see the speaker clearly, they will gradually learn to get some help from these facial clues.

A game like the following may be used both to illustrate the necessity for close attention while listening and to call attention to the position of the facial muscles: The teacher says, "Today we are going to play a new game. I call it the silent game, or the 'mum' game, because nobody says anything out loud. Watch my lips and see if I say your name. If you think I have said your name, come and stand by me."

The game may be varied by substituting for the children's names short commands which are carried out by those who understand, or short sentences or words which are repeated aloud by the children.

14. DIAGNOSING AND CORRECTING SPEECH DEFECTS AND FOSTERING NORMAL SPEECH DEVELOPMENT

Speech habits are being formed at the time the child enters the kindergarten and during the next few years which he spends in the

primary grades. During this period, the child is learning to use speech as a tool for communication and social adjustment. This, therefore, is an important period for the development of good speech; and just as it is desirable to create the need for reading, it is likewise desirable to develop the need for good speech. The development of interest and ability in speaking, moreover, is an important part of preparation for reading.

The most important element in developing good speech at this early period is an excellent model. Speech is learned largely through imitation, and the child is likely to choose the teacher for his model. If the teacher is to influence the growth of good speech, it is important that she not only have good speech, but that she also have some knowledge of the vocal mechanism, the speech processes, and the common speech defects found among young children; that she be able to diagnose the less serious speech inadequacies; and that she be familiar with methods of improvement.

The pre-reading period should provide a speech program that is both developmental and corrective. The child who has no marked speech faults should be guided to realize the importance of the best speech of which he is capable. The child who has a serious speech defect should receive immediate attention from a specialist. The child who has minor speech inadequacies should be, and can be, cared for satisfactorily by an intelligent classroom teacher. It is important that the teacher recognize early which type of help each child needs.

There are several types of speech defects and speech faults found among children in the primary grades which should be referred to a speech specialist. Such cases are stuttering, cleft palate speech, spastic speech, the speech of the hard-of-hearing, aphonia, hoarseness, and mutism.

The teacher can identify stuttering, which should be distinguished from cluttering and certain forms of defective articulation to be described later. She will rarely have difficulty identifying defects due to a cleft palate or persistent hoarseness or seriously defective hearing. The test of hearing, suggested under Section 12, should be given to all children with speech defects. Spastic speech, due

to cerebral hemorrhage at birth, is a very pronounced distortion of sounds resulting from a lack of muscular control. Aphonia is a nearly voiceless or whispered speech. Mutism is the extreme case of delayed speech—a case in which the child seems to be devoid of the power of speech.

The more serious defects, listed above, are relatively infrequent. Most of the more common speech faults can be recognized and corrected by the teacher. Among these are lisping and most forms of defective articulation; omission, transposition, and substitution of sounds; indistinct speech; foreign accent; cluttering; and various voice difficulties, such as the nasal, denasal, monotonous, and high-pitched voice.

When the child enters school, he normally has a command of the vowel sounds in the language. These sounds may not be accurate, but usually they are pronounced as they have been heard in the local community. Difficulties arise, however, with the articulation of many of the consonants. The sounds which most frequently cause difficulty are *s*, *z*, *sh*, *ch*, *j*, *l*, *r*, *v*, *g*, *th* (*thin*) and *th* (*then*), and *wh*. These difficulties, in most cases, are due to slow development or unskilled speech management at home or mere lack of well-directed incentives to improve. In such cases, ability to articulate these sounds will result from following the normal program of speech activities outlined for the pre-reading course. In certain cases, however, difficulties with the consonant sounds are due to malformation of the mouth, malocclusion of the jaws, or to incomplete dentition. Such children should be referred to a specialist for advice concerning procedures to follow.

Lisping is a form of mispronunciation of the *s*, *z*, *sh*, and *ch* sounds. Four types of lisps may be encountered among children of kindergarten or first-grade age, as follows:

1. Lingual protrusion—the *th* is substituted for *s*.
2. Lateral omission—the *l* is substituted for *s*.
3. The dull, blunt *s*—the *sh* is substituted for *s*.
4. The nasal *s*—the *s* is pronounced with the air passing through the nose instead of through the mouth.

A lisp may be due to the malocclusion (improper fitting) of the jaws or merely to inadequate development of speech habits. Lispering often develops through imitation of the mispronunciation of the sibilant by members of the family or other persons whom the child hears frequently.

Defective articulation may include substitutions of sounds, omissions, or transpositions. The most frequent and most persistent substitutions found among young children are the following:

t, d, for k, g; take for cake; date for gate;
f, v, for th (thin), th (then); fing for thing; vere for there;
t, d, for th (thin), th (then); tin for thin; den for then;
s for th (thin); sink for think;
r or w for l; rike for like; wight for light;
w or l for r; woll for roll; led for red;
b for v; bery for very;
n for ng; sin for sing;
w for wh; wen for when.

In infantile speech, omissions of sounds and syllables are likely to occur. For example, *ba* for *ball*, *difculty* for *difficulty*. Often the child will transpose a sound as, for instance, *taks* for *task*.

Indistinct speech may be due to sheer lack of experience in speaking or to a condition in which the lips and tongue are either too rigid or too relaxed. The consonant sounds are articulated with insufficient firmness to make them clear.

Foreign accent is characterized by omission of sounds, substitution of sounds, and faulty intonation.

Cluttering is a very rapid speech which results from a failure to co-ordinate thought and articulation. It is usually found in the impulsive, nervous child who does not take time to articulate carefully. Frequently sounds are repeated, sometimes omitted, and sometimes transposed.

Among young children the most common voice difficulties are: nasality, denasalization, and monotonous voice, and a high-pitched voice. If there is no cleft in the palate, the nasal speech may be due to inactivity on the part of the velum. Both nasal and denasal speech may result when the nasal passage is closed by adenoids

or polypi, or a deviated septum. A monotonous voice may be caused by the child's failure to hear inflections, or by a disinterest in speech activities. The high-pitched voice may be an indication of an excitable temperament, or it may be simply a bad habit.

Before remedial work in speech is undertaken, it is important that the speech defect or speech fault be carefully diagnosed. In the case of articulatory difficulties, it would be advisable for the teacher to give a speech test including all the vowel and consonant sounds. A test especially developed for this purpose (by Professor Magdalene Kramer) is described on pages 28-31 of this Manual. Additional tests which could be used informally from time to time to note a child's progress could be made by using Mother Goose rhymes selected to include all the speech sounds. Another method of testing the child's speech proficiency is to have a scrapbook with pictures, or a series of objects, which will elicit word or sentence responses including the desired sounds. Pictures are included in *All Aboard* which enable the teacher to note the child's ability to articulate the various sounds. Suggestions are given in the next chapter for using these pictures to check up the children's speech development near the end of the pre-reading program. The speech test constructed by Professor Kramer may be repeated at intervals during the year.

To insure the best possible development of speech during the first year in school, certain general principles should be observed. It should be realized that the best results, both for normal children and for those with minor speech faults, are secured not by means of special speech drills but in the course of a rich and varied program of enjoyable, normal speech activities. This program should include experiences in listening to and engaging in conversations as suggested in other sections of this chapter (especially Sections 3, 4, 5, 13, 16, 17, 19). It should also include informal activities which require alert listening to and discrimination of the component sounds of words as suggested in the next section of this chapter. It should include the development by the child of the habit of trying to imitate correct articulation in his ordinary speech. The teacher must assume the responsibility of providing the good model of speech.

She must help the child learn to listen carefully to her speech and to try to speak as she does. She must do this without making the child self-conscious or tense or emotionally too sensitive to his own speech, especially to his mistakes or difficulties. If she can succeed in teaching the pupil to hear words spoken correctly and to desire and try to speak them similarly, she will have provided the best possible program both for normal speech development and for the correction of defects. It is recommended that this type of procedure be followed (with certain variations to be described in the following pages) for several months without resorting to the more formal and specialized forms of corrective work. The latter should be reserved for the rare cases when the need for them is fully demonstrated.

A common error in dealing with speech faults is to resort prematurely to artificial and complicated speech correction lessons, including drills on isolated sounds or the use of "kinesthetic" and "visual" devices or an explanation of tongue positions for the various word sounds. The "kinesthetic" method is based on an effort to teach the child to "feel" the sensations in the mouth and larynx which accompany the production of sounds. The "visual" method is based on an effort to teach the child to "see" the position of his lips, teeth, tongue, etc., in a mirror. Both methods are useful in certain cases. The explanation of tongue position, however, is often more confusing than helpful to young children. Although the child is able to understand the position of the tip and front of the tongue, he is not able to control consciously the back of the tongue and to place it as directed. Such a practice increases the risk of making the child oversensitive to his difficulties. In general, the "listen and imitate" method is to be used first and most; the "kinesthetic" method is tried secondly for certain purposes, and the "visual" method added if necessary. In the following paragraphs, in which comments are made concerning management of each of several special forms of difficulty, suggestions for exceptions to the general policy will be offered in those cases in which they seem justified.

In improving the articulation of the letter sounds, the "listen and imitate" method is often sufficient. By attempting to recognize the

“feel” of sounds, the child may be helped—if necessary—to learn the difference between voiced and unvoiced sounds. If the child is not able to make the correct sound through the “listen and imitate” and “kinesthetic” approach, it may be necessary to have him use a mirror and see how the sound is made. Seeing the movements of the tongue and lips is particularly helpful in correcting the labial (*p, b, m, wh, w*), the labio-dental (*f, v*), and the dental (*th*) consonants. It is sometimes recommended that the position of the tongue for each sound be explained to the child.

Before attempting to correct a lisp (mispronunciation of *s, z, sh*, and *ch*), a teacher should note whether the child is wearing braces on his teeth, whether dentition is incomplete, or whether there is malocclusion of the jaws. If there are braces in the mouth, or if the dentition is incomplete, it would be advisable to delay correction of the *s* sound until a later time. If there is malocclusion of the jaws, care should be taken to see that the tongue is properly adjusted for the *s* sound.

In correcting the *s* sound, it is helpful to start with words beginning with *st* and *sn* since the position of the tongue for the *s* sound closely approximates the position for *t* and *n*. Correction of the *s* sound may be secured if the child could say *take* four or five times and then be told to think *take* and say *steak*, slipping in the *s* quickly. A similar procedure may be followed with the word *snow*. Following in order could come words beginning with *sm*, words ending with *st* and *ts*, and then words beginning with *s* followed by the vowel sounds. Words beginning with *sl* should be attempted last. If the child persists in substituting *th* for *s*, it may be helpful to use a mirror and have him try to see that the tongue is not visible when the *s* sound is made.

For defective articulation (substitutions, omissions, and transpositions) it is important that the child discriminate between the correct and the wrong sound, and that he be able to imitate the correct sound. This same procedure should be followed for foreign accent with additional attention given to the intonation.

To correct indistinct or muffled speech, slow and precise articula-

tion is essential. The cluttering child must first of all be relaxed. His attention must then be focused upon a slow but rhythmic pattern of speech, with each sound given its proper value.

Nasal and denasal speech is very prominent among young children because of the presence of adenoids, which prevent the nasal sounds *m*, *n*, and *ng* from being fully resonated and which frequently cause a nasal blur to occur on the other sounds. Should there be adenoids or polypi, or a deviated septum, this condition should be taken care of by a physician before remedial speech work is begun. The condition should not be permitted to continue because the nasal speech which is likely to develop may persist and become a habit. If it is found that the child does not have good nasal resonance on the *m*, *n*, and *ng*, it is advisable to give considerable practice on the resonating of the three nasal sounds. Humming exercises are very effective in developing nasal resonance. The humming may be followed by saying one of the nasal sounds, quickly followed by a vowel sound, being sure that for the nasal sound the air passes through the nose and for the vowel sound the air passes through the mouth.

To correct a monotonous pitch pattern, the child must first be able to hear rising, falling, and circumflex inflections and to imitate them. If it is difficult for him to repeat what he has heard, he may find it easier to follow a visual pattern of the various inflections, plotted as are notes in music. Choral speaking, as recommended in the next chapter, is also helpful.

The child with the high-pitched voice should, first of all, as in the case of the cluttering child, be relaxed and guided to speak quietly but with a firm and well-resonated tone. He should recognize the difference between a high and a low pitch, and understand that the low pitch has more carrying power than the high pitch. Choral speaking, in which different children take the high, medium, and low voices, provides a good means of helping the child with a high-pitched voice.

To motivate remedial speech work, interesting materials and activities may be used. Phonetic games, listening games, language and word games, and repetitive stories are valuable. Lists of words, sentences, and questions, and short rhymes are also helpful. Pictures which elicit words with particular sounds can be employed to obtain

the proper vocal response from children. Good speech can be encouraged through conversations, discussions, dramatizations, storytelling, choral speaking, and singing. Thus, the materials and activities recommended for the pre-reading and early reading program are the ones most suitable for the development of good speech.

In improving the speech of young children there are certain procedures that it would seem advisable to avoid. Some of these are:

1. Do not drill on isolated sounds for any length of time. Begin with the sentence; then, if necessary, practice the word in the sentence which is causing difficulty; and then isolate the one sound for particular attention. However, before the work is completed, return to practice on the word and finally to the whole sentence.
2. Avoid breathing exercises *per se*. If it is necessary to develop proper breathing habits, try to achieve the desired results through practice on speech. In other words, there is no point in developing breathing for breathing's sake, but in developing breathing for use in speech.
3. Do not stress the tongue position for each sound. Try to secure the correct sound through imitation or through the kinesthetic and visual approaches first, mentioning the tongue position only if other methods fail.
4. Avoid tongue and lip exercises which do not include speech. In working for flexibility of the tongue and the lips, try to do it through practice on sentences which will necessitate rapid adjustment of both tongue and lips.
5. In selecting material, do not choose tongue twisters. Try to select sentences which are typical of those used by the child in everyday life.
6. Do not create speech situations which will cause difficulty or embarrassment for the stutterer, the child with spastic speech, and the child with cleft palate.
7. While making the child speech-conscious, do not make him self-conscious.
8. Do not overemphasize any particular style of speech and do not

demand artificial precision of articulation. There are many varieties within the range of acceptable, attractive speech.

On the other hand, in correcting speech there are certain points which it would be well to remember:

1. First, be a model of good speech—speech that is characterized by audibility, intelligibility, pleasantness, clearness, and acceptable pronunciation, but not painfully correct and precise.
2. Diagnose the speech difficulty carefully, trying to ascertain the cause of the speech defect or inadequacy.
3. Give the speech test described on pages 28–31 within the first few weeks and repeat it or use other informal checkups at intervals of a month—at least for children whose initial tests showed difficulties.
4. In the remedial work, don't forget that a child must be able to hear sounds correctly before he can learn to produce them correctly. Don't forget that he must desire and try to speak well in order to do so, but that it is possible to get a child to desire and try too hard. Tension and strain during a speech exercise are signs of poor management. The child should be alert and co-operative but free from tension and strain.
5. In dealing with a speech defect, practice the sound in the way that it is to be used. Begin with the sentence, then proceed to the word, and then to the sound. Be sure to reverse the order before the practice period is over.
6. The practice periods should be brief but frequent. This arrangement is important in order that the child may not become fatigued and his interest lag.

On page 30 is printed a speech record blank to be used for testing speech. The child's response to the test items and the teacher's comments may be written on a sheet of paper, or, if the teacher desires, she may mimeograph or hectograph copies of this record and make her notes on it.

The speech record includes a list of all the main sounds used in

typical English speech. It includes twenty-five consonant sounds and fifteen vowel sounds.

The child's ability to articulate these sounds may be tested in either of two ways. The first method is for the teacher to say the word listed beside each sound in a clear but ordinary manner and ask the child to repeat the word. A second method is to form a simple sentence of familiar words containing the test word. The teacher may say this sentence to the child and ask him to repeat it.

If any of the test words are unfamiliar, the teacher may substitute another familiar word containing the same sound. If the test is repeated after an interval, the same words may be used, or other words containing the same sound may be used.

The teacher should make a note on the record, indicating whether the child articulates the sound correctly when pronouncing the word, and she should also indicate the nature of the error.

The test record contains a check list of the other types of speech defects and difficulties which were discussed in preceding pages. As the pupil reproduces the word or the sentence as suggested above, the teacher should make notes concerning other types of difficulties. The preceding pages give brief descriptions of these difficulties, and the references given on page 31 give fuller discussions and descriptions of them.

In appraising a child's speech at the beginning of the first grade, the teacher should keep certain considerations in mind. First, the teacher should realize that many children at this stage have not completed their normal speech development and are therefore likely to vary somewhat from adult articulation of these sounds. Experience in giving the test will gradually give her a sense of what is normal and what is unusual in young children. Second, it should be remembered that normal adults in any community vary considerably in the exact pronunciation of many familiar words. That is to say, in judging a child's pronunciation, it is important to distinguish between unusual pronunciation resulting from his successful imitation of adults with whom he has associated on the one hand and unusual pronunciation due to inability to reproduce the model which he has

SPEECH RECORD

Name _____ Age _____ School _____

Address _____ Telephone _____ Grade _____

INACCURATE SOUNDS

Consonants

b — bed _____
 ch — chair _____
 d — dog _____
 f — farm _____
 g — game _____
 h — hat _____
 j — jelly _____
 k — cake _____
 l — lamb _____
 m — man _____
 n — nest _____
 ng — song _____
 p — paint _____
 r — radio _____
 s — soap _____
 sh — shoe _____
 t — toys _____
 th — thing _____
 th — they _____
 v — vest _____
 w — wagon _____
 wh — wheel _____
 y — yard _____
 z — zone _____
 zh — measure _____

Vowels

a — mail _____
 a — cat _____
 a — father _____
 a — above _____
 a — hall _____
 e — see _____
 e — pet _____
 i — pie _____
 i — sit _____
 o — old _____
 o — not _____
 oo — food _____
 oo — book _____
 u — use _____
 u — up _____

VOICE

Nasal voice _____
 Denasal voice _____
 Monotonous voice _____
 High pitch _____
 Breathy or husky voice _____
 Other voice characteristics _____

SPEECH

Lipping _____
 Lingual protrusion _____
 Lateral emission _____
 Dull, blunt "s" _____
 Nasal "s" _____
 Omission of sounds _____
 Transposition of sounds _____
 Substitution of sounds _____
 Foreign accent _____
 Indistinct speech _____
 Cluttering _____
 Difficult consonant combinations _____

SUGGESTIONS FOR
IMPROVEMENT:

Date _____ Examiner _____

attempted to imitate. Third, it should be remembered that there are degrees of variation from the typical articulation of any sound. A high degree of exactitude should not be expected of children at

this age. The teacher must depend considerably upon gaining a sense of what is normal and what represents a real defect in the case of children after proper allowances have been made for their age, the kind of pronunciation with which they have been associated, etc.

For further reading concerning the testing and diagnosis and the theory or corrective work in speech, the following books are recommended: Letitia Raubicheck, *How to Teach Good Speech in the Elementary Schools*, Noble and Noble, 1937; G. Seth and D. Guthrie, *Speech in Childhood*, Oxford University Press, 1935; Ida C. Ward, *Defects of Speech, Their Nature and Cure*, Dent, London, 1931.

Suggestions for tests and for various types of corrective materials will be found in: Rodney Bennett, *The Play Way of Speech Training*, The Expression Company, Boston; I. M. Case and S. T. Barrows, *Speech Drills for Children in Form of Play*, The Expression Company, Boston, 1929; L. D. Schoolfield, *Better Speech and Better Reading*, The Expression Company, Boston, 1937.

15. PROVIDING EXPERIENCES WITH WORD SOUNDS

Activities with rhymes and jingles are enjoyed by children, and they are useful in many ways, not the least of which is as a means of developing that sensitivity to sound which is prerequisite to successful work with phonics. Many activities with rhymes are suggested through the Lesson Plans. In the early stages children may listen to rhymes, repeat them in unison and individually, emphasize the rhyming words by clapping or performing some other physical act. The teacher or one child may say the body of the rhyme, and the group may join on the rhyming words. They may complete unfinished rhymes and make up jingles of their own.

Later they may isolate the rhyming words from the main text of the jingle, and they may suggest other words which have the same rhyme as the jingle. They may listen in a story for all the words that rhyme with a given word. They may suggest pairs or series of rhyming words. They may find in a group of words, such as *house, elephant, mouse*, the words that rhyme and the word that does not rhyme. The Lesson Plans for both pre-reading books suggest many activities with rhymes.

The children may listen for words that begin alike, as *Billy* and *Barbara*. They may suggest other words that begin in the same way. They may listen for words that contain the same little words, as *man*, *candy*. They may listen for or put together compound words containing the same element, as *policeman*, *mailman*. They may listen for and suggest words that end alike, as *boy*, *toy*; *sandy*, *candy*. They may discriminate among words which are similar in sound, as *pig*, *big*.

After the children have some experience with similarities and differences in sounds, they may be given exercises in blending. The teacher may pronounce the word *man* very slowly—*m-an*—and the pupils may try to guess the original word. She may pronounce longer words syllable by syllable, as *eat-ing*, *to-ma-to*, *be-gin-ning*, and the pupils may identify the word intended. Later the pupils themselves may try to break up words into their component sounds and invite other children to identify the word so pronounced.

It cannot be too strongly emphasized that all activities with sounds should be entirely oral during the pre-reading period. Only oral features of words should be considered; for example, *city* and *some* should be accepted as words that begin alike while *cat* and *children* would not be so considered.

Activities with sounds frequently reveal the existence of speech deficiencies and hearing losses. A child may fail to discriminate between *pig* and *big* because he himself pronounces both words in the same way, because poor hearing makes him unable to detect the difference in the initial consonants, or merely because he has not been trained to discriminate among sounds. The Lesson Plans contain suggestions for diagnosing and dealing with all three types of deficiency.

Not only should the teacher introduce generously various rhymes and jingles, Mother Goose rhymes, and rhythmic activities but she should, if possible, make singing songs and listening to music important parts of the pre-reading program. If she cannot sing well or play musical instruments well, she can utilize the phonograph and radio. The leading producers of records have excellent catalogues of selec-

tions suitable for beginning children. There are excellent anthologies of songs and musical selections for rhythmic activities.

16. DEVELOPING ABILITY TO UNDERSTAND AND CARRY OUT DIRECTIONS

Even in those classrooms where the children's self-activity is most highly prized, occasions arise when directions must be given. To learn to read successfully the child must be able to understand and follow directions—to turn to a certain page, to read a certain part, to indicate a certain word, and the like.

Directions should always be given in a pleasant tone, but the child should clearly understand that the direction is something which he must obey and which he may not accept or reject as he pleases.

The teacher may say, "I am going to tell you to do something; you are to listen, and then do it." At first the direction may consist of only one step, as, "Bring me a book." Later a second step may be added, as, "Get a book from the bookshelves and bring it to me." Still later additional steps may be added, as "Get a book from the library table. Show it to the class, and then bring it to me." The directions may become still more complex as the children's growth warrants it. Thus the teacher may say, "Bring me a red book. Bring me a book that has pictures of animals."

Rather early the children should be trained to follow a direction—to do one thing and that thing only. They may, for instance, be directed to draw a picture of a boy. The teacher should insist that the pictures show a boy and a boy only. If a child draws a picture of something other than that directed, as a dog, the teacher may say, "Your picture is very nice, but we shall not put it with the others (or show it to the class) because just now we are particularly interested in pictures of a boy."

The children should, however, often be given very general rather than specific directions. For example, the teacher may say, "Sometimes you may draw whatever you like on your paper. Today you will be given a *direction* to draw a certain thing. See if you can *follow the direction* exactly." The teacher may remark when appropriate,

"You may do as you like" or "You must follow these directions carefully."

17. DEVELOPING ADEQUATE LANGUAGE EQUIPMENT

Since language is the medium of reading, the child must have some facility in the use of language before he can learn to read. This does not imply that reading must be delayed until the child has complete command of spoken language, since reading itself contributes greatly to growth in language power. Generally speaking, in order to make a successful beginning in reading, the child needs sufficient command of oral language to express himself adequately; he needs to be able to understand and to speak in sentences rather than in single words; and he needs to have a fairly wide vocabulary so that the learning of printed symbols will consist largely in attaching familiar meanings to new stimuli.

The daily conversation period is one of the best means of developing the child's language equipment. The children should be encouraged to talk about things which interest them, to relate experiences, to reply to or comment upon the remarks of others. During the conversation periods the pupils should not be interrupted for correction, but occasionally, and in such a way that he is not made to feel self-conscious nor hemmed in by arbitrary restrictions, a child may be helped by the teacher to find a word that expresses an idea he is trying to convey or to rephrase a statement so that others can clearly understand it. The total situation should be one that makes him realize that he is being helped, not corrected.

The planning of group activities is a means of extending language power. Suggestions are offered by individuals and evaluated by the group. This give and take of ideas brings about extension and clarification of meanings. Interest in the enterprise gives a motive for self-expression, and concern with a concrete undertaking furnishes a framework for language. Many opportunities for planning should be offered to all children and particularly to those children who have less than average facility in the use of language.

Growth in experience extends the child's language equipment. Acquaintance with new situations adds new words to the vocabulary.

New ideas bring new forms of expression. Thus, children who make a trip to a farm not only see many things which were previously unknown to them but learn the names of these things. Following any new experience there should be ample opportunity and encouragement for discussion. After an excursion the pupils may talk about things seen, retell the events of the excursion, and compare impressions. After the first few days many of these discussions may be recorded in the form of co-operative stories.

Stories should be read and told to the pupils, and the pupils should frequently retell these stories and others that they have heard.

Understanding and use of sentences rather than single words are among the outcomes of all-around development, but these abilities can be fostered by direct teaching. Meaningful sentences may be given orally by the teacher and repeated by the pupils. At first these sentences should be brief—not more than six or eight words. Later they may be longer. At all stages they should be simple enough to be well within the child's grasp and they should be highly charged with interest. Occasionally when a child uses a particularly pleasing sentence in conversation or discussion, the teacher may call attention to it and ask the other members of the group to repeat it. Thus, the teacher might say, "I liked the sentence Donald used to tell us about the fire engines. Did you hear him say, 'The fire engines went clang, clang, clang down the street'? It is such a good sentence that I think we might all enjoy saying it. Donald, may we use **your** sentence?"

Besides activities with sentences like those just described, specific help in formulating sentences as needs arise should be given. It should be remembered, however, that children should not invariably be required to use complete sentences. Sentence fragments are often natural and acceptable modes of expression, and children should be permitted to use them as adults do. For example, in answer to the question, "What kind of story would you like to hear today?" the natural response is, "A fairy story," "A story about animals," not "We should like to hear a story about animals."

Much attention should be given to increasing the child's vocabulary and arousing in him an interest in words. As was mentioned

earlier, new experiences will add new words to his vocabulary. He should be led to become aware of these new words and to enjoy them.

Thus, after a visit to a zoo, the pupils may repeat the names of animals seen there, practice correct pronunciation of difficult ones (as *elephant*, *hippopotamus*), and listen for amusing or interesting sounds in these names.

The pupils may respond by physical activities to such words as *walk*, *run*, *bend*, *pull*, *reach*, *go*, *stop*, *jump*. At first these words should be given orally. Later, when the pupils have made some advancement in reading, similar responses may be made when cards with appropriate words are shown.

The pupils may "play" words and sentences, as *Play you are a rabbit*, *Play you are excited*, *Play you are a little bent old man with a cane*.

They may listen in stories and rhymes for words that have a pleasing sound, as *Humpty Dumpty*, *silver bells and cockle shells*. They may listen for and try to use big words, as *tremendous*, *delicious*.

They may suggest words that tell about the same thing, as words that tell about airplanes, words that tell about the farm, words that tell about Christmas, words that are names of toys.

They may think of words that should be said in a little voice and words that should be said in a big voice, as *squeak* and *roar*.

The teacher may say a word, as *duck*, and the pupils may find the corresponding object in a picture. A more difficult variation of this activity is for the teacher to say a word expressing a quality, as *sad*, in response to which the pupils find in a picture a person who looks sad.

Special attention may be given words denoting relationships, as *under*, *behind*, *near*. Games may be played in which the pupils respond to verbal directions containing words of this kind, as *Stand near the door*, *Put a book under a chair*, *Look behind the curtain*.

18. DEVELOPING ABILITY TO SEE AND INTERPRET PICTURES

Pictures have a very great appeal to the young child and they are an extremely rich source of new ideas and experiences. The teacher should have on hand a generous supply of pictures for the children to

enjoy. Besides the pictures which are permanently hung in the classroom, there should be a constantly changing display of other pictures.

Most children have had some contacts with pictures before entering school. Occasionally a child is found, however, who has never seen a picture until he enters the classroom. Such a child may be nearly incapable of seeing the main idea or even of recognizing the setting and details of a complex picture. For such a child pictures of single concrete well-known objects make a good beginning. Such pictures may be shown to the child and he may name the object pictured. Children with somewhat more experience will be interested in pictures of other children engaged in familiar pleasing activities and in pictures of pets. Storytelling pictures, from which an inference is to be drawn, are next in the scale of difficulty.

Various levels of language development can be discerned in children's discussions of a picture. At the lowest level the child will merely enumerate the objects which he sees in the picture, as *Father, a boy, a book, a train*. At a higher level of language ability, he will make complete statements, as *Father is reading the paper, The little boy is playing with a train*. A still higher level has been attained by the child who grasps and tells the general import of the picture, as *A little girl is at the grocery store buying some things for Mother*. At a superior level of language ability the child will add imaginative and conversational elements to his description of the picture, as *Mother sent this little girl to the store to buy some things for dinner. The store-keeper was glad to see her. He said, "Good morning Sally. What can I do for you today?"*

In guiding children's discussions of pictures, the teacher should formulate her questions in such a way as constantly to advance the level of expression. In the earliest discussions she may ask, "*What do you see in the picture?*" To this question the pupils will respond with enumerations as *a boy, some cows*. After a time she may add such questions as *What is the boy doing? Where are the cows going?* Later she may substitute a single question, as *What is happening in this picture?* The children will respond with *A farm boy is driving the cows into the barn*. Finally she may add such questions as *Why is the*

boy taking the cows to the barn? What is he saying to the dog who is helping him? What will happen when all the cows are in the barn?

When satisfactory responses have been made to questions like the foregoing, the teacher may say to the children, "Tell a story about the picture. Put in your story all the things we have told about the picture." To such urging the children may respond with something like the following:

A farm boy was driving the cows into the barn to be milked.

His dog Blackie helped him. Blackie barked at the cows when they did not go toward the barn.

The boy said, "Good boy, Blackie! You will get a good drink of warm milk for helping me bring the cows in."

As time goes on, the discussions should be more and more initiated and carried on by the pupils, with the teacher participating only as an interested listener.

Questions similar to the examples above may be used in connection with single pictures or with pictures which form a series. In the discussion of a series of pictures, frequent reference should be made to the pictures that have gone before, and there should be anticipation of pictures to come. The children should be made aware of the interdependence of the pictures in a series, as *The boy has gone out to play, but before he went, he put on his coat and hat*, or *The boy is looking for his dog, who, in the last picture, ran away*.

In the early discussion of pictures little emphasis should be placed upon language forms used, provided the child succeeds in expressing what he has in mind. Later the child should be encouraged to use complete sentences. As the pictures increase in difficulty and as the child interprets them more fully, terms of relationship will enter the discussion, as *The dog is hiding under the table*, *The girl is picking up the book which she dropped*. As the child perceives relationships, he will increase in ability to express them and he should be helped to find the words which convey his thoughts.

Many worth-while activities may be carried on by means of pictures. For instance, the child may leaf through a magazine to find pictures which relate to a definite topic under consideration. He may sort a collection of pictures into groups of pictures of people, of animals, of houses, and the like. He may look for a picture which will help him to make something, as the picture of a house which will serve as the model of a playhouse. He may look at pictures to find out how a thing is done; thus, the pictures in Unit VI of *Beginning Days* may serve as directions for building the playhouse. The children may bring interesting pictures to school, show them and describe them to the class, and later put them on the bulletin board. The selection of titles for pictures gives practice in interpreting the picture, in thinking logically, and in using language. Finally, the understanding of pictures contributes much to the clarification of a story and is an important step toward reading from books.

19. DEVELOPING ABILITY TO THINK CLEARLY

Unless a child can think well, keep to a point, and follow a series of ideas, he is likely to have difficulty in reading.

The discussion periods are of great value in developing these abilities. New ideas are called up by other children. As one child relates an experience, the teacher should tactfully guide the discussions so that all contributions further the central theme or arise naturally from it. When an irrelevant remark is made, she may say, "That is true (or interesting), but we shall not talk any more about it because just now we are interested in something else."

Finishing a story which has been partially read or told by the teacher gives practice in thinking logically. The group should evaluate suggested conclusions in the light of their suitability to the part of the story already told.

The teacher may tell a story or make a statement and suggest several outcomes, only one of which is suitable. The pupils may then choose the outcome which seems to them most likely. For example, the teacher might say, "It was a rainy day. Jack was starting for school. Which of these things do you think he did? He took some

candy; he took his umbrella; he picked some flowers." After deciding upon the right answer, the children may discuss their reasons for rejecting the incorrect answers. Thus, they may suggest that while Jack may have taken some candy, his reason for taking it was not that the day was rainy, or that he probably did not pick any flowers because he would have got wet while doing so.

In *All Aboard* and in *Beginning Days* the pupils have much practice in keeping in mind a series of ideas. Many of the pictures are so grouped that they tell a story, and in order to grasp the story, the child must keep the events in mind as they occur.

Retelling by the pupils of stories read or told by the teacher requires the keeping in mind of a series of ideas. Stories for retelling should at first be very simple with a small number of steps and with a very clear sequence of ideas. Later more complicated and less obvious stories may be retold.

The relating of experiences offers further valuable training. The children should be made to realize that, in general, items are told in the order in which they occur. The child who tells of a trip downtown with Mother to buy a pair of shoes begins by telling that he went downtown in the bus or street car; the arrival at the store comes next; and the buying of the shoes is a later step.

Work with materials helps to develop the ability to think clearly. A child who wishes to make a concrete object must have in mind the thing he wants to make and the process he will follow in making it. He may have to decide what medium to use, how large to make his object, how and when he will decorate it, etc.

Group plans for working with materials are a valuable source of logical thinking. If the pupils wish to build the house suggested by the story in *Beginning Days*, they must decide where they will build it, how large it is to be, what materials are available or can be obtained, how the work of building is to be divided among the group. A suggestion to build a house large enough to play in may be rejected because the classroom space will not permit so large a structure, and through the discussion the maker of the original suggestion is led to see the relationship between his idea and the practical situation.

20. DEVELOPING AWARENESS OF READING

Many children have had books of their own before coming to school, have had stories read to them, and are fully aware of the nature of reading. Other children, however, have had few contacts with books, and they have seen little if any reading in the home. They have not been read to, and it falls to the teacher to make them aware of the existence as well as the nature of reading. Until the child knows what reading is and what it does, he cannot begin to learn the process of reading.

From the beginning the teacher should make the children conscious of the existence of reading. At first this may be done incidentally. The teacher may read a sign to the children, a notice from the bulletin board, notes she has made for an activity to be undertaken, the caption under a picture, the name of an article on its container. While this reading should be a part of some larger purpose—the teacher's notes are read so that the activity may go forward more rapidly—the pupils should be aware that the teacher is reading, not simply talking. She should often use the term *read*, as, "I shall *read* you this sign."

The children's attention should frequently be called to reading in their environment, as *Stop* and *Go* on the traffic signs, the name of the street on the corner sign, the name of a merchant on his store window, the destination on the route sign of a bus, the directions on a package which tell how to use the article, and such signs as *Danger*, *Keep Off the Grass*, *No Admittance*, *Entrance*, *Exit*, *Library*, *Lunchroom*, etc.

Many stories should be read to the children. The teacher should make clear that it is the printed symbols which tell her what to say when she reads aloud. The children should become aware that silent reading is possible. They may, for instance, observe that the teacher reads the table of contents silently in order to find the story which the children wish to hear.

They should become aware of reading the records made by one's self. Thus, they may notice that the teacher writes the plan for the day on the blackboard and then reads it to them, or that she writes

for them material of their own dictation and then reads it back to them.

At first no attempt should be made to have the pupils identify specific words. It is enough that they realize the existence of reading. In the Lesson Plans for *Beginning Days* and for the first thirty-six pages of *All Aboard*, no effort is made to have the pupils learn actually to read any of the text. The teacher reads it to them and leads them to realize that the text adds something to the pictures; that it tells things which the pictures alone could not show; and that it tells certain specific things, not merely whatever one chooses to say about the picture.

Even before the reading readiness books are taken up, the groundwork for this awareness of reading may be laid. The first story which the teacher reads to the pupils will start their awareness of reading. Their training will continue as their attention is called to labels on boxes of material, to the labeling of work that is to be saved, to labels made for characters in a play. The teacher should print much material on the blackboard and read to the children what she has printed, sweeping her hand under the text as she reads. This should be begun even before text appears in the reading readiness books.

The classroom should be liberally supplied with pictures accompanied by captions or legends. The bulletin board should be extensively used. A daily feature may be reading to the children an interesting announcement on the bulletin board, and they should learn to look there for new and appealing items. Old magazines and newspapers for the children to cut up will serve not only as a source of picture material but also as a means of bringing the children into contact with reading.

The instruction leading to awareness of reading should, of course, be entirely informal. Frequent brief, seemingly incidental references to reading will be far more effective than any attempt at direct teaching.

Children may be encouraged to "bring to school" a word they have seen in print and print it on the blackboard from memory. These words may be kept in a list on oak tag. The children may discuss them frequently and will take pride in referring to the words

they brought, such as *cornflakes, ink, coffee, slow, For Sale*, etc. The children should not be expected to memorize the words in the list, but could discuss them as to length and appearance when the teacher reads the list to them, as "This is Jack's word—*elevator*. What a long word it is!" or "This is a funny word—*noodles*!"

The typical child is tremendously interested in the printed form of his own name, which is his own unique possession. Many teachers first introduce the printed word by printing it (with a stamping outfit or with a brush or crayon) on a card for each child. The children note their own names and compare them with others. Differences may be noted, such as "*Mary* and *Margaret* begin alike, but *Margaret* is longer. *Harry* is like *Jerry*, but *Harry* begins with a thing like a piece of ladder. *Joe* is the shortest name," etc.

21. DEVELOPING INTEREST IN READING

If the children are to make a successful beginning in learning to read, they must have a keen interest in reading. They must have acquired the conviction that reading is a very pleasant experience—something which it is very desirable to be able to do for one's self.

The character of the children's early contacts with printed materials will largely influence their desire to read. If many references to reading have been made in the classroom, if there has been frequent evidence that reading helps one to do many interesting things, if there has been abundant opportunity for listening to stories read, the children will be eager to learn to read. While it is true that interest in reading increases with the ability to read, it is nevertheless essential that some interest in learning to read be acquired before a child actually begins to learn to read. If the child is in an environment where reading takes place with results which give him satisfaction, he is quite certain to want to read himself.

Further steps which should be taken to develop genuine interest in reading will be given in the remaining sections of this chapter and throughout the following chapter. In particular, the enjoyment and success which attend the children's work with *All Aboard* and *Beginning Days* will do much to further their desire for experience with books.

22. TEACHING CHILDREN HOW TO HANDLE BOOKS

The classroom should contain a library table or library corner. Here there should be a variety of interesting, attractive, colorful books for small children. The library collection should contain many picture books, books with pictures and a small amount of print, and books which, although abundantly illustrated, consist chiefly of text. The children should be encouraged to examine the books on the library table and to look for new books as they are put on the table. The children should often select from the library table books which they wish the teacher to read to them. At first the teacher should comply without comment to their requests to have a certain story read. Later she may ask them to tell why they think they would like to have a particular story read.

The teacher should frequently gather a small group of children around the library table and sit with them as they look over the books displayed. During these periods she may show them how to handle books, how to open a book, how to turn the pages, and how to proceed from the front to the back of the book. She may point out that it is necessary in reading to begin at the top of the page, to survey the lines from left to right, and to examine the left-hand page before the right-hand page.

The children may co-operate in the making of rules for the use of the library table. They may suggest, for instance, that one should have clean hands, that one should open a book carefully, that one should be careful not to tear the pages, etc. The rules formulated by the children may be printed on oak tag and posted in the library corner. The making of such a set of rules will give practice in thinking logically and clearly, practice in the use of oral language, and will be a step in bringing about awareness of reading. Further details are given in the Lesson Plans for *All Aboard* and *Beginning Days*.

23. TEACHING ESSENTIAL READING TECHNIQUES

Definite instruction in the techniques of reading is an important part of the reading readiness program. The Lesson Plans give specific suggestions for teaching the children the essential techniques.

Through these Lesson Plans they learn how to proceed from left to right in reading, how to make the return sweep from the end of one line to the beginning of the next, how to proceed from the top to the bottom of the page in reading, how to distinguish between a word and a sentence.

It is important to establish the habit of consistent left-to-right eye movement. From the very outset the teacher should demonstrate this eye movement by sweeping her hand under the text. Until the child begins to read, he is under no compulsion to examine a sentence or a word. In examining a picture, for instance, he may begin at any point in the picture, and proceed in any direction or sequence, and at the end of this examination, he may have a fully adequate idea of the picture. In reading, however, his observation must be uniformly from left to right, and he is not likely to discover the necessity of this uniform movement without definite teaching. Many of the early pictures in *All Aboard* are so arranged as to facilitate left-to-right observation, and so the child is insured an early start toward correct eye movement.

In blackboard work the teacher should be careful to maintain left-to-right movement. Thus, if columns of words are placed on the blackboard, the column at the extreme left should be written first and read first. If a series of charts or pictures is displayed, the arrangement should be from left to right.

Children should learn to survey not only sentences but words as well in this left-to-right direction. The teacher should demonstrate correct eye movement with words as she does with sentences. She should let the children see her print on the blackboard and call their attention to the left-to-right movement. Informal comparisons of initial letters of words are helpful after the children have made some progress in reading.

Ability to see that words are alike or different is essential to success in reading. Long before children can be expected to recognize words, they can learn to identify words that are alike. Thus they can see that in the pair *cat, cat* the two words are alike and that in the pair *cat, dog* the two words are different. To do this they need not be able to identify either *cat* or *dog*. Much practice in looking at words

which are alike is given in the later units of the reading readiness books and in the Pre-Primers.

Some experience with letter forms is useful during the reading readiness period, although children should not be required to master the alphabet nor to learn to recognize all the letters singly. The experiences with letters should be limited, in the early stages, to those which give the pupils some degree of familiarity with printed symbols and get underway some of the technique of looking at words.

Through looking at A B C Books the pupils may become familiar with the forms of some of the letters. Informal play with alphabet blocks may take place, and pupils may try to name the letters on blocks. *Formalized study of the alphabet is not recommended at this period.*

The pupils may enjoy learning their own initials. The teacher may call attention to some initialed object, as a child's handkerchief and make some such remark as, "Barbara's handkerchief has *B* in the corner because her name begins with *B*."

Some activities in matching letters may be useful. Cards may be prepared with a few letters—not more than six—printed across the top. The pupils may find in an anagram set corresponding letters and place them below the letters on the card.

Games of the lotto variety may be played. For these, cards about four inches by eight inches may be ruled into one-inch squares. In each square a letter should be printed. The pupil is supplied with a box of assorted letters. He tries to cover each square on his card with the corresponding letter from the assortment. If the children are mature enough to take part in a competitive game, the teacher may call out the name of a letter, as each pupil searches for the letter on his card. If he finds the letter, he covers it with a small disc or square of cardboard. The first pupil to cover correctly all the letters on his card wins the game. Such a game should not, of course, be played in any situation where nervous tension might result.

All the above activities should, at first, be based upon only one form of letters—capitals or small letters. Later these games may be adapted so that pupils have practice with both forms and in distinguishing between the two forms.

It should be stated emphatically, however, that these letter-learning activities during the pre-reading period should be entirely informal and for the fun of the game. Children should not be drilled in letter-naming. Learning the letters is a difficult task which takes much time even for superior children. As will be pointed out repeatedly later, it is not necessary to know the letters to learn to read well, and the typical child will learn them rapidly enough during the course of the first-grade work with *The New Work-Play Books* to meet all real needs *without formal drills on isolated letters*.

24. DECIDING WHEN THE CHILD IS READY TO READ

The preceding pages have described in general terms the abilities and interests needed to learn to read with enjoyment and success. Chapter III gives a detailed outline of methods and materials for developing these abilities and interests.

The teacher may use one of two methods to decide when a child is ready to go ahead with the activities of learning to read the Pre-Primer of *The New Work-Play Books*. The first method is to use *The New Work-Play Standardized Reading Readiness Tests* which provide an objective test of the most important abilities outlined in the preceding pages. The use of the tests is outlined in Chapter I of the Manual for *Off We Go* and *Now We Go Again*. The second is to judge the pupil's readiness by noting how successful he is in the activities of the pre-reading program, particularly those activities outlined for the latter part of this program—those employed with or as alternatives for pages 37–48 of *All Aboard* and (or) pages 30–48 of *Beginning Days*. It is, in fact, advisable to employ both—that is, the teacher's own judgment based on daily work and the results of the standardized tests. Chapter I of the Manual for *Off We Go* and *Now We Go Again*, which describes the uses of the reading readiness tests, should be read before the pre-reading work is begun.

25. DECIDING HOW LONG OR EXTENSIVE TO MAKE THE PRE-READING PROGRAM

The teacher may well ask the question, "How long and thorough a pre-reading program should I conduct?" To this question, no in-

fallible answer can be given because classes and teachers differ greatly.

The directions for using the reading readiness tests in Chapter I of the Manual for *Off We Go* and *Now We Go Again* suggest the minimum composite score required to learn to read successfully with *The New Work-Play Books* in the average class. The scores which the children secure on these tests help the teacher to answer the question. If the scores are well above the suggested minimum, the indication is that the pre-reading program might have safely been less extensive. If there are many children with scores below the minimum, it is probable that the reading readiness program was not sufficiently extensive. Each teacher must learn by her own experience whether the minimum scores (which are valid for the average teacher and school situation) are a little high or low for her pupils. The materials and methods provided in *The New Work-Play Books* give the teacher the materials and devices which will enable her to learn exactly how much pre-reading work is best for her own use.

26. DECIDING WHAT TO DO WITH CHILDREN WHO ARE NOT READY FOR READING

What to do with children who require more than two or three months of pre-reading work before reaching the necessary stage of readiness for learning to read satisfactorily varies with the character of the school and the philosophy of the staff. It is easier to form suitable groupings and programs in large schools than in the single-class school. In any case there is certain to be a wide range of abilities as long as children enter school on the basis of having attained an age of about six years. Following are a few of the many practices in use:

A. *Grouping on ability basis with pre-reading classes.* In large schools the pupils may be grouped on the basis of such abilities as are outlined in this chapter. Those requiring the longest pre-reading program are put together; those requiring the next longest form a second group, etc. Each group then proceeds with a pre-reading program as long as necessary. The slowest group may spend a term or more in pre-reading work before taking up pre-primers. Such a

plan makes the slowest group in many respects a kindergarten for six- (more or less) year-old pupils. It has many advantages and is probably the best plan for large schools.

B. Grouping on ability basis; placing the lowest group in kindergarten. In small schools the lowest group is placed in the kindergarten to cover the pre-reading program. This plan is similar to Plan A except that the children placed in kindergarten are likely to be grouped with other younger pupils.

C. Ability grouping within a class. In small schools the pupils within a class may be subdivided into two or three or more subgroups. Each group is treated in a way similar to one of the whole classes mentioned in Plan A. The disadvantage of the plan is the difficulty it provides for the teacher to teach several groups simultaneously. With the increase in useful equipment, such as preparatory books, etc., teachers soon learn to operate the plan very successfully. In fact, the plan of subgrouping pupils within a class is rapidly coming into use in all types of schools.

In many schools this plan is preferred to Plans A or B even when there are sufficient pupils to form several classes on an ability basis. Even when classes are made on the basis of ability, subgrouping for various purposes, such as reading, drawing, music, etc., are found to be desirable. In all such classes pupils do not spend all their time in any one group and do spend considerable time daily in entire-class activities. Thus, a child may be in one subgroup for reading, another for coloring or art work or physical activities, etc., and with the entire class for storytelling, rhythmic games, discussions of excursions, dramatics, etc.

Other methods include the traditional plan of carrying the child through the first grade and making him repeat it if his reading and other abilities do not reach a stipulated second-grade standard. This method has the triple disadvantage of discouraging the child by forcing him to do work during the first year which exceeds his power, by forcing on him at the end of the year the stigma of failure (which is difficult to disguise entirely), and by forcing him to face at least some repetition during the second year.

In other schools the child does not repeat the first grade but goes

on with his group despite his deficiency. The difficulty is that this deficiency often becomes more pronounced and distressing—unless a plan of subgrouping or special individual assistance is provided.

In short, the newer method of flexible subgrouping within a grade for various purposes is highly desirable in any class. The wider the range of ability, the more desirable it becomes. In some schools provision is made for assistant teachers or specialists, such as the remedial reading teacher, to assist the regular teacher in dealing with the lowest subgroup of pupils in speech, rhythmic activities, oral reading, etc.

The New Work-Play Books, by providing an exceptionally rich variety of materials, especially of those which pupils can use with a minimum of assistance, for all stages from the pre-reading level, will be found to be a great help to the teacher employing subgroupings and other means of giving each child the help he most needs in learning to read.

CHAPTER III

LESSON PLANS FOR "ALL ABOARD" AND "BEGINNING DAYS," WITH ALTERNATIVE LESSONS

1. STEPS TO TAKE BEFORE USING THE BOOKS

Before beginning work with *All Aboard* and *Beginning Days*, which comprise the book material for the reading readiness program of *The New Work-Play Books*, the teacher should become thoroughly familiar with the contents of Chapter II of this Manual and should read Chapter I of the Manual for *Off We Go* and *Now We Go Again*, which describes the use of reading readiness tests.

With most groups, a few days of adjustment to the school situation should precede the children's first use of *All Aboard* and *Beginning Days*. During these first few days the children should be made to feel thoroughly at home in the classroom. They should become acquainted with the teacher and their classmates; they should be tactfully introduced to the elements of school routine; they should learn the identity, location, and use of the most important classroom equipment and materials; and they should have opportunities to take part in group and individual conversations, to listen to stories read and told, and to look at books.

During this preliminary period the teacher should make rough estimates of the maturity and ability of the group and of the individuals. She should attempt to determine each child's degree of adjustment to the school situation; his ability to handle school equipment, such as crayon, scissors, etc.; his oral-language status; his previous experience with books and his ability to handle them; his ability to distinguish, recognize, and name colors, to count, and to identify his right hand and left hand. This first appraisal, although necessarily limited in scope and accuracy, will give the teacher important cues for starting the reading readiness program, and she should not attempt to begin the use of the books without making such a survey, in the light of the suggestions given in Chapter II of this Manual.

2. SCHEDULE FOR USING THE PRE-READING MATERIALS

All Aboard and Beginning Days

The activities for the pre-reading and reading readiness period are divided into eight units. Each unit is subdivided into two or more parts. In all units, except the last, both *All Aboard* and *Beginning Days* are used alternately. Following is an outline of the program showing the pages as they are taken up consecutively in the two books.

Unit I

1. *All Aboard*, pages 1-6
2. *Beginning Days*, pages 1-5
(Or Alternative Activities)

Unit II

1. *All Aboard*, pages 7-8
2. *Beginning Days*, page 6
3. *All Aboard*, page 9
4. *Beginning Days*, page 7
5. *All Aboard*, pages 10-11
6. *Beginning Days*, page 8
7. *All Aboard*, page 12
8. *Beginning Days*, page 9
(Or Alternative Activities)

Unit III

1. *All Aboard*, pages 13-15
2. *Beginning Days*, pages 10-17
(Or Alternative Activities)

Unit IV

1. *All Aboard*, pages 16-19
2. *Beginning Days*, pages 18-29
(Or Alternative Activities)

Unit V

1. *All Aboard*, pages 20-24

2. *Beginning Days*, pages 30-34
(Or Alternative Activities)

Unit VI

1. *All Aboard*, pages 25-30
2. *Beginning Days*, pages 35-40
(Or Alternative Activities)

Unit VII

1. *All Aboard*, pages 31-36
2. *Beginning Days*, pages 41-48
(Or Alternative Activities)

Unit VIII

1. *All Aboard*, pages 37-39
2. *All Aboard*, pages 40-43
3. *All Aboard*, pages 44-46
4. *All Aboard*, pages 47-48
(Or Alternative Activities)

Alternative activities for classes without *All Aboard* or *Beginning Days*

If *All Aboard* or *Beginning Days* is not available for each child, the teacher can carry out the activities suggested in this chapter by working with the pupils in small groups and having them look at the pictures in her desk copy of the book. Another plan is to cut the pages from an extra copy and to mount them in such a way that they can easily be displayed to a group of children.

The teacher may be able to draw, paint, or find in magazines, etc., larger pictures similar in content to those in the books, which may be used with larger groups. The children may be interested in finding pictures to bring to school.

For most purposes the teacher will be more successful if, in conjunction with these materials, she uses a copy of *All Aboard* or *Beginning Days* with a small group than if she employs substitute materials entirely.

The teacher who does not have a copy of *All Aboard* and (or) *Be-*

ginning Days should read the Lesson Plans carefully and adapt the suggestions to her group and the particular materials available.

3. LESSON PLANS FOR UNIT I

General topics and purposes

Unit I employs, first, pages 1-6 in *All Aboard* and, second, pages 1-5 in *Beginning Days*. Both provide pictures designed to interest the pupil in discussing, exploring, and learning more about his local environment.

In *All Aboard* the first picture portrays a typical home living room. It is followed by pictures of children at play. These situations will interest the pupil and make him feel at home. They provide the best beginning topics for conversing and for relating experiences. Following are pictures of a school classroom; various common objects, such as wastebaskets, books, carpentry tools, and other objects pertaining to school. The first unit in *Beginning Days* includes full-page colored pictures of a schoolhouse, a classroom, the playground, the school basement furnace, and the lunchroom. The first unit thus provides for getting acquainted with various phases of the school plant and equipment.

The Lesson Plans for using each page (or Alternative Activities) give many concrete suggestions for enrichment activities, many of which serve to develop skills which function directly in reading. The teacher should make adaptations and extensions to meet local needs, opportunities, and interests. She should add other activities from her own experiences and employ other suggestions given in Chapter II.

In connection with each unit the teacher should read and tell stories, poems, rhymes, and other materials to the children. The children should be given opportunities for telling stories, showing picture books, observing still and motion pictures, planning and playing suitable games, singing songs, playing phonograph records or musical instruments, making trips and excursions, constructing objects or displays, acting out parts, mimicking sounds, taking part in choral speaking, drawing pictures, and the like. For each page in *All Aboard* and *Beginning Days* certain suggestions along these

lines are given, but no attempt is made to prescribe every detail. The suggestions offered in the introductory section for each unit and from time to time in the Lesson Plans should be considered as suggestions only and not as an attempt to tell exactly what story or poem should be read or what song sung or what record played in connection with each page. The teacher should also consult the references in Appendix I, especially the list of books, etc., under the following headings:

A B C Books
About Children and Child Life
About Home Life, etc.
About School Life
About Dolls and Toys

Selected poems for the unit

In the introductory pages of each unit will be listed several poems selected as especially suitable to read in connection with the unit. All of these selections may be found in one of the following collections:

1. *Sung Under the Silver Umbrella*,¹ compiled by the Literature Committee of the Association for Childhood Education (Macmillan).
2. *Ring-A-Round*, by Harrington (Macmillan).
3. *Silver Pennies*, by Thompson (Macmillan).

Other anthologies of poems may be found in Appendix I.

The selections were made by Celeste Comegys Peardon.² For Unit I, she recommends the following:

"New Shoes," by Wilkins, from *Silver Umbrella*.

"Animal Crackers," by Morley, from *Silver Umbrella*.

"The Shiny Little House," by Hayes, from *Silver Umbrella*.

¹ This title is sometimes given in book lists, catalogues, etc., as *Silver Umbrella*.

² Co-author of *The Good-Companion Books*, Gates-Baker-Peardon (Macmillan); and the primary readers of *The New Work-Play Books*, Gates-Huber-Peardon (Macmillan).

"Little," by Aldis, from *Silver Umbrella*.

"The Swing," by Stevenson, from *Silver Umbrella*.

"The House with Nobody in It," by Kilmer, from *Silver Pennies*.

"An Old Woman of the Roads," by Colum, from *Silver Pennies*.

Selected songs for the unit

A list of the most suitable songs for each unit has been made by Emma D. Sheehy of the Horace Mann School of Teachers College, Columbia University. These songs are contained in the following books:

1. *Another Singing Time*, Coleman and Thorn (John Day).
2. *Sing a Song—The World of Music*, Glenn, Leavitt, and Reberman (Ginn).
3. *Songs for the Nursery School*, MacCartney (Willis Music Company).

The selections for Unit I are:

"Rocking," from *Another Singing Time*, p. 9.

"The Clock," from *Another Singing Time*, p. 11.

"Singing Time," from *Another Singing Time*, p. 28.

"Bath Time," from *Sing a Song*, p. 38.

"Marching Song," from *Songs for the Nursery School*, p. 98.

"Our Music Game," from *Sing a Song*, p. 5.

"Swinging," from *Another Singing Time*, p. 12.

Sound motion pictures

The films *Three Little Kittens*, 1 reel (Erpi), and *Baby Song Birds at Mealtime*, 1 reel (Pathe), are recommended for use with Unit I. Other recommended titles will be found in Appendix I.

Unit I—Part 1

"ALL ABOARD," PAGES 1-6

Introducing the book

Before distributing the books to the children, the teacher may hold up her copy of the book and call attention to its attractive cover and

title. She may explain the meaning of the title and tell the children that the book contains many interesting pictures and many things for them to do.

She may demonstrate briefly how one handles a book—the turning and sequence of pages, the necessity for using a book carefully, the significance of such terms as *cover*, *pages*, etc. The children should be encouraged to contribute to this discussion.

When interest has been aroused in the book, the teacher may distribute the individual copies to the children and allow them to look freely at the book and to make whatever comments they wish.

***All Aboard*, page 1**

Introductory activities

After the children have had an opportunity to leaf through the book, the teacher may have them turn to page 1. She may do this by holding up her book open to this page and inviting the children to find the same picture. She should give any assistance which the children may need in locating the page. She should insist that each child turn to the page she designates and permit no child to continue leafing through his book.

The children should be encouraged to express their reactions to the page. After a few spontaneous comments have been made, the teacher may guide the discussion into systematic channels. The children may begin by naming the persons and objects which they see in the picture. In order to encourage correct eye movements from the very start, the teacher should first direct the children's attention to the figures which appear at the left-hand side of the page and move across the picture in a consistent left-to-right direction. The picture has been designed to facilitate this left-to-right observation.

After naming the things seen, the children may be encouraged to tell what each person in the picture is doing and to make further interpretative comments about the content of the picture. The comments of a few children may have a distinct storytelling character, but enumeration and simple interpretations will be the extent to which most comments will go at this early stage.

Basal procedure

The suggestions under this heading throughout the Lesson Plans are given as illustrations of the general procedure that may be used with the reading readiness materials and not as instructions which must be carried out verbatim. The teacher should be alert to follow the leads and suggestions provided by the children's comments and questions. Often the most interesting and significant discussions come from immediate local interests or events. For example, the picture on page 1 may suggest to one child a comment about a radio program he heard, or a game he played, or a toy he received the preceding evening. Another child may enumerate objects in his own living room or name the members of his family. At some stage a child may name the colors of the objects in the picture. One of these leads, properly followed, may be more interesting and fruitful than the use of any fixed series of comments and questions.

Teacher: Look at this picture. It is a colored picture, isn't it? What does the picture show? (Or, what is this picture about?)

It is usually better to begin with a question about the picture as a whole than about some detail, despite the fact that many children will have difficulty interpreting a whole picture at this stage. By asking them to try, the teacher helps them gradually to learn to get a first overview or interpretation of the scene. When this is accomplished, the meanings and relationships of the details are more successfully obtained in following observations.

Teacher: Yes, this is a picture of a family at home. What room do you suppose they are in? Why do you think it is the living room? Yes, the big easy chairs are the kind we usually have in the living room. And the radio, too.

Who is this person here? (Point to Father. Always begin at the left-hand side. Note the fact that the artist has painted the picture to make the survey from left to right the easiest and most logical. Thus, Father is nearest and largest.) What is Father doing?

Who is this? (Indicate Mother.) What has she in her hands? Yes, she has some knitting. What do you suppose she is knitting?

And who is this? (Point to the boy at the radio.) What is he doing? Yes, he is playing the radio.

And who are these two people? Yes, a little boy and girl. What are they doing? (Give the children an opportunity to tell about their own homes, their families, what they do in the evening, their toys, radios, furniture.)

Ask questions which lead to a retelling of the main "story" such as: Who will tell me again what the picture tells us? You can look at the picture as you tell us. (In later lessons the children may describe and interpret the picture without looking at it. Give the child suggestions to help him.)

A superior six-year-old girl gave the following report:

The picture tells about all the folks at home. It's after supper. There is Mother and Father and a big boy and a little boy and a little girl. Everybody is having a fine time because Father is reading and Mother likes to knit. The big boy, he plays the radio. I'll bet he's listening to Uncle Don. And the little boy, he likes his train. And so does the little girl, but she has a doll. And everybody had a good time.

The following is the less mature report of a six-year-two-months-old boy:

Well, it's a picture of a boy playing with a train—a man reading a newspaper—a mother knitting something—and—big brother playing radio. (*Teacher*: Is there anyone else in the picture?) No—oh, yes a girl. (*Teacher*: What is she doing?) Oh, she's just looking at the train.

After the review, questions about various details may be asked, such as the following:

Teacher: What else is there in the picture? Yes, a bookcase with many books. Where is it?

What is on the table beside Father?

Where is Mother standing? (Go ahead from left to right.) Which child is the oldest?

What color is Mother's dress? What color is the sweater she is

knitting? What color is the big boy's shirt? The little girl's dress? The little boy's sweater?

What kind of train is the boy playing with?

What makes the train go?

What toys do you like best?

What time of day is it in the picture? Is it morning or after supper? Why?

How many people are in the picture? Shall we count them? One (Point to Father), two, (Mother), etc.

How many cars does the train have? (Help the children count.)

Enrichment activities

1. The children may make comparisons between the picture and similar scenes in their own daily life. They may tell of things they like to do at home and of experiences in which the family as a whole has participated. During these discussions the teacher should help the children to speak in sentences and to relate incidents in a series of connected statements. She should note their speech habits and their ability to listen to others.

2. The teacher may offer to the children crayons, paints, and other drawing materials and suggest that they draw any picture they like. She should observe the use which the children make of the materials and help those children who need assistance in handling the equipment. As each child completes his picture, the teacher should print his name on it and explain her purpose in doing so.

3. At a later period each child may show his picture and tell the group about it. It is most important that each child should feel thoroughly at ease and that this early experience as a member of a group should be a pleasant one. If possible, all the pictures should be displayed on the wall or fastened with paper tape to the blackboard so that each child may see his picture and name and those of the others. When a child tells the group about his picture, he may use a pointer or yardstick to designate certain objects in the picture, thereby learning to stand to one side so that the class can see his picture, and also learning to handle the pointer. If possible, the children should be seated in chairs near the blackboard where the pictures are displayed.

4. The teacher should attempt to find out what Mother Goose rhymes the children know. The children may recite familiar rhymes in unison. "Jack and Jill" may be taught, if it is not already known.

5. A story harmonizing with the topic may be read or told to the children. Consult suggestions given in the introductory section for Unit I and the list in Appendix I under "About Children and Child Life."

6. Read a suitable poem, such as "The Shiny Little House," by Hayes, from *Sung Under The Silver Umbrella*. (See the list of particularly recommended verse on page 55 and the titles of books of verse in Appendix I.)

7. Introduce a song, such as "Rocking" or "The Clock." (See suggested songs on page 56 and books of additional songs in Appendix I.)

8. Play a game such as a simplified form of "Observation," "Simon Says," "Up, Jenkins!" These and other suitable games will be found in Bancroft's *Games* (Macmillan).

Alternative activities for classes without *All Aboard*

See the suggestions on page 53. Read and adapt the Lesson Plan given for page 1 of *All Aboard*. All the enrichment activities outlined above may be used.

***All Aboard*, page 2**

Introductory activities

Teacher: What do you like to play? Have you ever jumped rope? Can you show us how to jump rope? (A jumping rope should be available.) What are other good ways to play out of doors?

If the children have been taken out of doors earlier in the day or on the preceding day for a play period during which games have been introduced, these games may be recalled in the discussion of the picture.

Basal procedure

Teacher: Would you like to see a picture of some children playing out of doors? Our book, *All Aboard*, has such a picture.

Do you remember the picture that we looked at yesterday? Can you find it? It was the first picture in the book. So it was on page 1.

What number comes after 1? Yes, 2 is next. The number 2 looks like this. (The teacher may print 2 on the blackboard.) Find the next page after the one we looked at yesterday. Do you see 2 at the bottom of this page? Look at the picture on page 2.

The children should first have a few minutes in which to examine the picture freely. If they begin to comment upon it, the teacher should listen and reply appreciatively. After a few spontaneous comments have been made, a more systematic observation and discussion of the picture may get under way. As in the case of the preceding picture, the observation and discussion should be, as far as possible, in a left-to-right direction. The teacher should encourage and help the children to do more than simply name the objects which they see.

Teacher: We shall start over here on this side (pointing to left-hand side of page) and look across the picture this way. (Move finger slowly across the page.)

What is this picture about?

Who are in it? What are they doing? Have you ever done what these children are doing? Tell us about it.

Discuss various details (always moving across the picture from left to right), counting children and describing details of clothing and objects.

Enrichment activities

1. After the discussion of the picture, the children should be encouraged to tell about their own experiences at play.

2. The teacher may point out that this picture, unlike the preceding one, is not colored. She may explain to the children that lines tell almost as much as colors.

3. The teacher may suggest to the children that they draw pictures of children playing. They might use pencils or black crayon only and make a black and white picture like the one in the book. Selecting colors and manipulating crayon boxes sometimes distract young children if they have been asked to draw some definite scene.

Before beginning actual work, they may tell what they propose to put in their pictures. The purpose of this activity is to get under way some ideas of following directions, but the teacher must not expect that all pictures will adhere to the designated theme. After the pictures have been completed, they may be shown to the group and discussed. The discussion should bring out the fact that some of the pictures do show children playing while others do not. However, children who have not kept to the specified subject should not be in any way penalized or criticized.

4. The teacher may start a discussion of safety by calling attention to the fact that the girls are playing near the street. The topic of traffic should be brought into the discussion.

5. Review Mother Goose rhymes and other familiar rhymes, as

1-2-3; Out goes he!

1-2-3, Out goes she!

One little, two little, three little Indians;
Four little, five little, six little Indians;
Seven little, eight little, nine little Indians;
Ten little Indian boys!

6. Read stories to the children, such as some of those from M. M. Roberts' *Safety Town Stories* (Stokes).

7. Read a poem and sing a song selected from the lists given in the introduction to Unit I (pages 55-56). Some of the poems from James Tippet's *I Go A-Traveling* (Harper) would be enjoyed by the children in connection with the discussion of traffic.

8. Play a suitable game. (See Bancroft's *Games* [Macmillan].)

Alternative activities for classes without *All Aboard*

The Lesson Plan for page 2 of *All Aboard* may be adapted as suggested on page 53 of the Manual.

***All Aboard*, page 3**

Introductory activities

Teacher: Yesterday we saw some girls playing out of doors. Do you know any other good ways of playing out of doors?

Basal procedure

Teacher: Would you like to see another picture of children playing? We can find one on the next page of our book.

Open your book and find the next page. Which page is it? What is the number of the page?

Tell us what you see in this picture. What is this boy doing? (The teacher may indicate the left-hand boy, and then call attention to other children in the picture in a left-to-right direction.) Are these children indoors or outdoors? Have you ever played this game?

Enrichment activities

1. The pupils may count the boys in the picture.
2. For practice in following specific directions the teacher may give such verbal commands as, "Boys stand," "Girls stand," "Girls walk," etc. This activity should be conducted as a game.
3. The teacher may attempt to ascertain the extent to which the children know the right hand and the left hand. (See pages 11-13.)
4. The children may suggest games they would like to play. (See Bancroft's *Games* for suggestions.)
5. The teacher may read some of the nonsense rhymes from Edward Lear's *Nonsense Books* (Little, Brown) or other good nonsense rhymes.
6. Read a poem and a story and sing a song. (See suggestions on pages 55-56 and in Appendix I.)
7. The teacher may continue to review familiar Mother Goose rhymes and to teach new ones. The children should have opportunities to say these rhymes individually and in unison. Some of the rhymes may be dramatized.

Alternative activities for classes without *All Aboard*

The Lesson Plan for page 3 of *All Aboard* may be adapted as suggested on page 53 of this Manual.

All Aboard*, pages 4-5*Introductory activities**

A tour of the classroom and, if convenient, of other classrooms

may precede the work with these pages. After their tour the children may discuss what they saw and tell what they liked best.

Basal procedure

Teacher: Would you like to see a picture of some children in their classroom? There is such a picture in *All Aboard*.

We have looked at pages 1, 2, and 3. What will be the number of the next page? Can you find page 4?

This is a big picture. Part of it is on page 4 and the rest is on the next page, page 5. We shall have to look at both pages together. This is how we shall do it. (The teacher moves her finger from the left of page 4 across the picture to the right edge of page 5.)

What do you see in this picture? What is each child doing? (Encourage responses that show left-to-right examination of the picture.)

How is this classroom like ours? Have these children anything which we have not? What have we that these children have not?

As the children respond to these questions, the teacher should help them to make interpretative comments rather than mere enumerations of things seen. The questions and responses may lead into a discussion of the equipment in the children's classroom and its use.

Teacher: Do you see the writing on the blackboard in the picture? It tells the children what they are going to do and when to do it. I shall read it for you.

Have we anything like this on our blackboard? Let us put on the blackboard the things we are going to do today. You may all help to decide what we shall do. As we decide, I shall write our plans on the blackboard.

Enrichment activities

1. Further explorations and discussions of classroom equipment may take place. The teacher should make sure that the children learn accurately the names of the materials at their disposal. Some ideas of the children's auditory discrimination and speech habits can

be gained by noting the accuracy with which they repeat new names as they hear them and the ease with which they learn them.

2. Various children may assume duties as classroom helpers. The assignment of duties should come about through group discussion. The teacher should make sure that each child named as a helper knows definitely what is expected of him. A list of names may be printed on the blackboard or on a poster and the classroom duty printed opposite each name. The teacher should refer to this list frequently and read it to the children as occasions arise to demonstrate its usefulness.

3. The children may draw pictures of things which they do in school. This time more emphasis should be placed upon producing a picture which conforms to the theme set. A large number of children should succeed in following the directions accurately.

4. Counting activities should be continued, especially for those children whose knowledge of counting is inadequate. The pupils may count the boys, the girls, the children who will take milk, and the sheets of paper needed for a drawing activity.

5. Beginning on the right, the pupils may look across the picture on pages 4 and 5, naming as many of the colors as they can. They may identify the colors of shirts, dresses, books, etc., in the classroom.

6. Read a story and a poem and sing a song. (See suggestions on pages 55-56 and in Appendix I.)

Alternative activities

The teacher may adapt the Lesson Plan for pages 4 and 5 as suggested on page 53 of the Manual.

All Aboard, page 6

Introductory activities

Before taking up the books, the pupils may report their success in using various classroom equipment and ask questions about the use of any article they do not clearly understand. During this discussion they should have access to the actual materials about which they are talking and illustrate their point with demonstrations.

Basal procedure

Teacher: Let us look in our books to see whether we can find pictures of some of the things about which we have been talking.

We looked at pages 4 and 5 yesterday. What will be the number of our next page? Page 6 is on the left-hand side and page 7 is on the right-hand side. We always look first at the left-hand page and then at the right-hand page.

What will be the number of this left-hand page? Yes, page 6. Can you find the number?

This page has many pictures. Shall we look first at the top or the bottom? Yes, we shall look first at the top. We shall look at the top picture on the left-hand side, since we always begin at the left.

What does the first picture show? What do we use a blackboard for? How do we use it? Now tell us all that in a nice story.

Let us look next at the right-hand picture in the same row. We always go from left to right when we read. Tell us about this picture.

The teacher may continue this work, asking the children to examine and discuss each picture. The pictures must be taken up in correct order.

Enrichment activities

1. The children may count the pictures on the page. The counting should be done in the order in which the pictures were examined.

2. The teacher may read to the pupils the text on the blackboard in the first picture. Plans may be made to keep a daily weather record in the classroom.

3. The teacher may say, "I am thinking of something into which we put our wastepaper. Can you find a picture of it and tell me its name?" Pupils may be able to continue the game after a few illustrations from the teacher.

4. The teacher may name an object shown in one of the pictures, and the pupils may first indicate the appropriate picture, and then find its counterpart in their classroom. This activity trains the children to listen and to relate books with other experience.

5. The children should learn to distinguish and identify their right hand and left hand. Suggestions are given on Manual pages 11-13.

6. The children may continue the recitation of familiar Mother Goose rhymes and learn new ones.

7. Read a story and a poem and sing a song.

8. Suggestions may be discussed for the use of materials, and signs may be printed on tag board, such as:

Painting

1. Take a clean brush.
2. Put only the tip into the paint.
3. Rinse your brush before you take another color.
4. Wash your brush when you have finished painting.
5. Put the lids on the paint jars.

Alternative activities

The teacher may adapt the Lesson Plan for page 6 of *All Aboard* as suggested on page 53 of the Manual.

Unit I—Part 2

“BEGINNING DAYS,” PAGES 1-5

Beginning Days, page 1

Introductory activities

The teacher should place in the hands of the children the copies of *Beginning Days*. The child should be given time to look through the book and examine the pictures.

Teacher: This is our new book. It is called *Beginning Days*. Can anyone guess why it is given this name? Yes, I think that this book will tell us something about our first few days at school. It should tell us something about our schoolroom and about our school building. It will tell us, too, about other children and other places.

If the children have not had experience in handling a book, through their use of *All Aboard* or through contacts with other books, the teacher should explain that in reading one begins on the first page and progresses onward from there. The Lesson Plans for pages 1-6 of *All Aboard* suggest definite procedures to use in explaining how a book is handled.

Basal procedure

Teacher: Look at the first picture in your book. The first page is page 1. Can you find 1 at the bottom of the page?

What do you see in this picture on page 1? Do you know what this building is? Did you come to a building like this today? Look at this picture and find out all you can about this school building.

The children should have an opportunity to study the picture silently. When they have completed a careful study, they should discuss the building that is shown in the picture, what materials are used in the building, how large it is, etc.

Teacher: Is our school building like the one in the picture? How many of you would like to look at our building again before you answer the question? If we are going outside to look at our building, we must decide before we go what we are going to find out. Do you think it would be a good idea to find out how many stories there are in our building? Should we find out whether our school building is built of brick or stone or wood? What else should we look for when we are outside?

Enrichment activities

1. The teacher may print on the blackboard the points which the children suggest. She should let the children see her as she writes, and she should explain to them that she is listing their suggestions so that they will have a record of the things they propose to find out. She should read the list to them after it is completed.

2. The group should be taken outside to examine the school building. In the discussion the teacher should keep in mind the various points that the children have previously brought up and should make sure that the problems are solved before the children return to the schoolroom. She might have a written list of their questions in her hand and refer to it to demonstrate a *use* for reading.

When the children return to the classroom, the teacher should re-read the blackboard list to them, item by item, and the list should serve as a guide to the discussion. After this discussion they may turn again to page 1 and compare their school building with the one in *Beginning Days*.

Teacher: Is our school as large as the one in the picture? Is it as clean? How can we help to keep our building as clean as the one in the picture? The grounds around our building should be kept clean, too, shouldn't they? How can we keep the grounds clean? I shall put on the blackboard some of the things you think we can do to keep our grounds clean.

I think it would be a good idea if we each made a picture of our school building. Do not show any automobiles in your picture. Do not show any horses. Show our school building and some of the grounds around it.

The teacher should make it very clear to the children that she is giving definite directions, although she should not be surprised to find in the group children who are not yet able to follow this kind of direction accurately.

3. When the children have completed the pictures, they may discuss them with the teacher and with the other children. The teacher may tactfully distinguish those pictures which show what was called for and those which do not, although she should not penalize a child who, through no fault of his own, has not conformed with her direction. She should print each child's name on his picture and explain, if this has not been done before, the purpose of marking one's belongings with one's name.

4. A bulletin board display of the children's pictures of the school may be arranged. The children should take part in planning the arrangement of the pictures and in fastening them in place. When the display is complete, the teacher may discuss suitable titles. When a title has been decided upon, the teacher may print it on oak tag and put it in place. The children should be aware of the usefulness of this title.

5. The colors in the picture on page 1 may be named.

6. Read poems and stories and sing songs as suggested on pages 55-56 and in Appendix I.

Alternative activities for classes without *Beginning Days*

The teacher may adapt the Lesson Plan for page 1 of *Beginning Days* as suggested on page 53 of the Manual.

Beginning Days, page 2

Introductory activities

Teacher: Yesterday we looked at a picture in this book. It showed the outside of a school building. Do you remember this picture? What were some of the things that we talked about yesterday when we were studying this picture?

Basal procedure

Teacher: Let us look at yesterday's picture again. It was on the first page, which was page 1. What will be the number of the next page? Where will page 2 be?

The teacher should help the children find the second page and should give them whatever assistance they need to discover that progress in a book is sequential. The children should gradually become aware of page numbering and the sequence of page numbering, and a gradual familiarity with the numbers themselves should develop. The teacher may remind them that *Beginning Days* is made up of sequential, numbered pages like *All Aboard*, and that all books are constructed in this way.

Teacher: Does page 2 show any part of the school building? Yes, it shows a room inside the school building. What kind of room is it? Whom do you see in the picture? What are these people doing? I shall read to you what the teacher has put on the blackboard. What do you think she and the children are saying.

The teacher should encourage the children to state their replies in a series of sentences. She may call attention to some of the best replies and have other members of the group repeat them verbatim.

Certain details in the picture may be discussed, the number of people counted, the colors of objects named.

Enrichment activities

1. The children may discuss ways and means of improving the appearance of the schoolroom. Children, even at this early age, are quite capable of organizing and planning. If it seems desirable, they should be permitted to form committees and plan for the care and improvement of the classroom.

2. The children may make a trip to other classrooms in the building, provided previous arrangements have been made. The children may compare other classrooms with their own room and discuss ideas for improvement in appearance and interest which they obtained through their trip.

3. Read stories and poems, recite rhymes, sing songs, and play games. (See pages 55–56 and Appendix I for suggestions.)

Alternative activities for classes without *Beginning Days*

The teacher may adapt the Lesson Plan for page 2 of *Beginning Days* as suggested on page 53 of the Manual.

***Beginning Days*, page 3**

Introductory activities

A trip around the school building and grounds should precede the work with this page and the two following pages. Such a trip will help the children in becoming adjusted to the school situation and, by ensuring meaningful interpretation of the coming pictures, it will aid in establishing techniques which are important prerequisites to reading. The trip should be arranged in advance and should include visits to the principal's office, the playground, the heating plant, and the lunchroom. It might also include a visit to the workshop, art room, music room, and gymnasium. Oral discussion should follow the trip. During these discussions the teacher should take advantage of opportunities that arise to print records, lists, and experience stories on the blackboard. No attempt should be made to have the pupils read such material.

Basal procedure

Teacher: In *Beginning Days* we have seen pictures of a school and of some of the children who go there. Let us see whether these children have a playground like ours.

How many pictures have we looked at in *Beginning Days*? The first picture was on what page? Who can find page 1? On what page was the picture we studied last? Let us find page 2 again. Who can

tell what the number of our next page will be? Yes, after page 2 comes page 3. Can you find page 3?

What part of the school do you see on page 3? Yes, it is the playground. Is this playground like ours? The children are listening to a man. This man has charge of their school, and he is called the principal. Is our principal a man or a woman?

This principal is telling the children about the things on their playground. He wants them to have fun, but he does not want them to get hurt while they are playing. What do you think he is saying?

Who will tell about our playground? What games may we enjoy on our playground? What playthings have we?

The children may draw pictures of their playground or of a city or park playground which they have visited. A trip might be made to such a place if it is convenient to do so. After the drawings are completed, each child may select a title for his picture. When the teacher has printed the labels and fastened them to the pictures, she should read the titles, pointing out how the labels help describe the pictures.

Enrichment activities

1. The children may plan games they like to play when they are on the school playground. Well-poised children may tell the others how the games are played. They may also choose helpers and show how to play the games chosen. More timid children may discuss their plans with one or two other children in their immediate social groups. By being aware of the things of greatest interest to the timid child, the teacher may induce him to enter into group activities which touch these areas.

2. Safety rules for the playground may be developed and printed on the blackboard and transferred to oak tag for future reference.

3. Objects in the picture may be counted, and colors given.

4. Introduce stories, poems, rhymes, and songs. (See suggestions on pages 55-56 and in Appendix I.)

Alternative activities for classes without *Beginning Days*

The teacher may adapt the Lesson Plan for page 3 as suggested on page 53 of the Manual.

Beginning Days, page 4**Introductory activities**

Recall the children's visit to the heating plant.

Basal procedure

Teacher: Let us see whether we can find more pictures of the school in *Beginning Days*.

We have studied three pages in our book. On what page was our picture yesterday? Yes, it was on page 3. Find page 3 in your book. Do you remember the name of the children's friend in this picture? Yes, we called him the principal.

Where will the next page be? What will be the number of the next page? Turn to the next page, and you will find the number 4 at the bottom of that page.

On page 4 we have another school friend and helper. Who is the man on this page? Yes, this man is the school janitor. What is he doing? What else do you see in the picture? How many persons are in it? What is the color of the fire? Of the coal? What will the janitor do with the other things in the picture?

Our janitor takes care of the fires to keep us warm, and he cleans our building each day. Look at our room. Has our janitor done anything to make it more pleasant for us? Yes, he has cleaned the floor and the blackboards. Perhaps you can think of some things we can do to help the janitor.

When the children have named such things as picking up paper dropped on the floor and being careful not to track mud and dust through the halls, they may have a general clean-up period or arrange a number of committees to co-operate with the janitor and other school helpers.

During a discussion period the children may decide the best way to ventilate their room, the best places to put wraps, school materials, and lunches.

Enrichment activities

1. The teacher and the class may talk about the work of their friend and helper, the janitor. A visit to the janitor is particularly helpful.

2. If circumstances permit, the teacher may have the janitor or the person in charge of similar work visit the classroom and talk to the children. They should learn his name so that they can greet him pleasantly.

3. The children may be shown the proper way to use the water fountains and other school facilities. Paper towels and liquid soap dispensers sometimes present problems to children entering school.

4. Introduce stories, poems, rhymes, songs, and games. (See suggestions on pages 55-56 and in Appendix I.)

Alternative activities for classes without *Beginning Days*

The teacher may adapt the Lesson Plan for page 4 as suggested on page 53 in the Manual.

***Beginning Days*, page 5**

Introductory activities

Teacher: For two days we have enjoyed pictures of school helpers. Today we have a picture of another helper. This picture is on page 5. Can you find page 5?

Basal procedure

Teacher: Look at the picture on page 5. What room is this? Yes, it is a school lunchroom for the children who do not go home to lunch. What are the children doing? Have these children a helper? Can you guess what this helper is telling these children?

Look at the picture of the lunchroom helper again. We call this helper the lunchroom manager. She knows which food the children will like and she knows which food is best for them. She sees that all the food is kept clean for the children. How many people are there in the picture? Let's count them from left to right. Have we a helper of this kind in our school? (If not, the class may discuss arrangements made for children who stay in school for lunch. They might plan a group arrangement for eating together.)

Enrichment activities

1. If there is a lunchroom manager in the school, it is well to have her visit the classroom and talk to the children. She may arrange to

have them make a special visit to the lunchroom to show them how the food is handled and to help them to use the lunchroom properly. If the school is not equipped with a lunchroom, the discussion may be adapted to the particular arrangements for the children's lunch period.

2. Simple nourishing menus may be planned. No mention or criticism should be made of unsuitable menu suggestions. The teacher may unobtrusively omit them from the list. She should point out the relationship of good foods and menus to good health, at the same time being meticulously careful not to embarrass a child. She may print some of the suggested menus on the blackboard and read them aloud, sweeping her hand under each word in a left-to-right direction.

3. The children may discuss the best way to prepare for lunch and the best way to eat lunch at school. As the children name such rules as *We will wash our hands*, *We will use paper napkins*, *We will clean up the crumbs*, the teacher may print them on the blackboard. Later she may copy these on oak tag and put them in a convenient place for reference.

4. Colored pictures of food may be cut from magazines and seed catalogues, and the children may make a large scrapbook containing food pictures. Titles may be added by the teacher. The children may identify the foods and tell how they may be combined to make appetizing, nourishing lunches. Only inexpensive and common foods should be discussed, and the teacher should avoid any discussion which appears to criticize the child's home or the type of food available for him.

The procedures outlined above may be adapted to fit the requirements of the pictures used. In schools in which children carry their lunches, rules of etiquette may be developed and plans made for making the eating of lunches from boxes an attractive feature of their school day.

Alternative activities for classes without Beginning Days

The teacher may adapt the Lesson Plan for page 5 as suggested on page 53 of the Manual.

4. LESSON PLANS FOR UNIT II

Unit II comprises pages 7-12 of *All Aboard* and pages 6-9 of *Beginning Days*, in eight parts or steps as outlined on page 52 of this Manual. The general topics in Unit II are as follows:

1. Common objects: a slide, a desk, household and school equipment, etc.
2. Familiar stores: the drugstore, shoe store, grocery store, etc.
3. The city and typical features: the fire station, the railroad station, a bus, etc.
4. The farm and country: cows, horses, sheep, barns, etc.
5. Places of amusement: the zoo, the park, the swimming pool, the beach.

The bibliography in Appendix I lists many books of stories, etc., suitable for use with this unit. Note particularly the titles listed under the following headings:

Picture Books
About Children and Child Life
About City Life
About the Farm and Country
About School Life
About Home Life, etc.
About Animals

Selected poems

Following is a list of poems selected for use with Unit II. See page 55 for the full titles of the anthologies referred to.

- "Ellis Park," by Hoyt, from *Silver Pennies*.
"The Sounds in the Morning," by Farjeon, from *Silver Umbrella*.
"The Barber's," by de la Mare, from *Silver Umbrella*.
"The Park," by Tippet, from *Silver Umbrella*.
"At the Sea-Side," by Stevenson, from *Silver Umbrella*.
"The Milkman," by O'Sullivan, from *Silver Umbrella*.
"Counters," by Coatsworth, from *Silver Umbrella*.
"Stop-Go," by Baruch, from *Silver Umbrella*.
"The Cornfield," by Roberts, from *Silver Umbrella*.

"The Cow," by Stevenson, from *Silver Umbrella*.

"The Lamb," by Blake, from *Silver Umbrella*.

Selected songs

Following is a list of songs selected for use with Unit II. See page 56 for the full titles of the anthologies.

"Traffic Lights," from *Another Singing Time*, p. 17.

"The Railroad Train," from *Songs for the Nursery School*, p. 16.

"Three Red Apples," from *Another Singing Time*, p. 24.

"The Steeple Bell," from *Another Singing Time*, p. 30.

"The Traffic Policeman," from *Sing a Song*, p. 6.

"The Baker," from *Sing a Song*, p. 11.

"Off to School," from *Sing a Song*, p. 11.

"The Fireman," from *Sing a Song*, p. 38.

"The Steam Shovel," from *Songs for the Nursery School*, p. 116.

Sound motion pictures

The following films (16 mm.) are suitable for use with this unit:

An Airplane Trip, 1 reel (Erpi).

A Boat Trip, 1 reel (Erpi).

Animals of the Zoo, 1 reel (Erpi).

Monkeys and Apes, $\frac{1}{2}$ reel (Eastman).

Unit II—Part 1

"ALL ABOARD," PAGES 7-8

All Aboard, page 7

Introductory activities

The teacher may recall the excursion around the school. In the course of the discussion the children should name as many as possible of the things which they saw and tell in what places they saw each thing.

Basal procedure

Teacher: Let us look at *All Aboard* and see whether some of the

things we saw on our trip are there. The last time we used this book, we looked at page 6. What page shall we look at next? Find page 7.

Which picture shall we look at first? (The pupils should point to the top left-hand picture.) Yes, we shall look at that picture first because it is at the top of the page and on the left-hand side. What picture shall we look at next? Let us point to all the pictures on the page in just the way that we shall look at them.

Now come back to the first picture. What does it show? Did we see a slide on our trip around the school? Where did we see it?

What picture shall we look at next? Yes, we have looked at the picture on the left, and so now we shall look at the picture which is next to it on the right-hand side. We always go from left to right when we read. We are reading pictures now. Older people read books. Some day we shall read books, but now we are reading pictures.

What is in this picture? Where did we see food for lunch?

A similar procedure may be used with the remaining pictures on the page. With each picture the children should tell where they are to look next and why, identify the things shown, and tell where they saw each thing during their excursion.

Enrichment activities

1. The teacher may point to the first picture (a slide) and ask the pupils to find something else which they would see in the same place (see-saw). She may do the same with the picture of the furnace. The children may observe that the cafeteria and the principal's office have only one picture each.

2. The children may repeat sentences, such as "We saw a slide on the playground," "We saw food in the lunchroom." The teacher may call their attention to the repetition of *on* and *in*, thus guiding them toward an understanding of the difference between a word and a sentence.

3. The children may repeat familiar Mother Goose rhymes and learn "See-saw, Margery Daw." The teacher should lead them to see that certain words sound alike or rhyme. As the children come to rhyming words, they may emphasize them by clapping. (See Sec-

tion 15 in Chapter II for other suggestions.) Children often enjoy making up nonsense words that rhyme, as *boo, roo, too, moo, loo, goo*.

4. Edward Lear's *Nonsense Books* contain many suitable limericks over which children can laugh and which relieve tension, especially for some of the children who try too hard or take their work too seriously. A lightness of approach helps some beginners tremendously.

5. Those children who do not readily distinguish between left and right may play some of the games suggested on pages 12-13 of the Manual.

6. Select suitable stories, poems, and songs. (See suggestions on pages 77-78 and in Appendix I.)

Alternative activities

The teacher may adapt the Lesson Plan for page 7 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 8

Introductory activities

Teacher: How many of you have ever been to the store with Mother? What kinds of stores have you been to? What did Mother buy? What did you see in the stores?

Basal procedure

Teacher: Let us see if we can find in *All Aboard* pictures of stores like those you visited. Open your books at the beginning and turn the pages until you come to a new picture. What page is it? Can you find the number on the page?

Discuss with the children the order in which the pictures are to be observed, following procedure suggested in earlier lessons.

Teacher: Look at the first picture. Have you ever been to this kind of store?

What is it? What is sold there? What would you buy if you went to this toystore?

Do you see a sign on the next store? I shall read it to you. (In later pictures the children may be invited to guess what the signs say.) Why do stores have signs?

Now look at the first picture in the next row. Show me where it is. What kind of store do you see? What do you think the sign says? What are in the window? Is there a pet store near us?

Now look at the next picture—the one on the right-hand side. What kind of store is it? Yes, it is a drugstore. Do you see the storekeeper? What is he called? What do see in the store? Who has been in a drugstore? Where? Tell us about it. What did you see? Did you see the things which are in the picture? What did you see that is not in the picture?

Use a similar procedure with the other pictures on this page.

Enrichment activities

1. Visit one or more of the stores in the neighborhood. Before going, discuss the things that the children expect to see, most want to see, etc.

2. The children may set up a store in their classroom by placing boards on orange crates to form a hollow square in a corner of the room. Signs may be placed about the store (printed in the presence of the children by the teacher), and price tags may be made. This may be a toystore, grocery store, or bookstore. Pictures of objects drawn may be placed in the store for posters. Empty cartons brought from home may constitute the grocer's wares.

3. Children enjoy riddles. The teacher may compose riddles which involve the pictures on page 8 as, "I am thinking of a store where I bought a ball. What is it? Find a picture of it in your book." The children will enjoy composing similar riddles.

4. The attention which was given to the signs on the stores pictured may lead to a discussion of the uses of signs. The teacher may remark that signs might be helpful in the classroom and encourage the children to suggest some. The signs suggested may be printed first on the blackboard, the teacher, as she prints, letting the children see that she moves from left to right. Later the signs may be transferred to oak tag. The signs printed should serve some useful

purpose. Indiscriminate labeling of such objects as chairs, doors, and windows, is highly artificial and of doubtful value.

5. The children may draw pictures of a store, each child choosing the kind of store he wishes to represent. Later the pictures may be exhibited and discussed.

6. The children may review Mother Goose rhymes which they know or have learned. "Handy Spandy, Jack-a-Dandy" would be an appropriate rhyme to introduce at this time. The children may continue to designate rhyming words by clapping.

7. Some of the common colors may be noted and named. This activity should not be permitted to become a dull routine. It could be given life and variety by comparing colors in the pictures with colors in the classroom and elsewhere; by discussing other colors that the artist might have used; by choosing colors liked best; by finding the same colors in girls' dresses, boys' ties, mittens, etc.; by choosing colors for drawings on paper or blackboard, etc.

Alternative activities

The teacher may adapt the Lesson Plans for page 8 of *All Aboard* as suggested on page 53 of the Manual.

Unit II—Part 2

"BEGINNING DAYS," PAGE 6

Beginning Days, page 6

In the work with the previous group of pictures, the children have studied situations which are immediately accessible to them. Constant reference to the actual situation has been possible. In the following group of pictures, although the work involves situations with which the child has had experience, firsthand reference to the life situation is not so readily made, and interpretation is based largely upon recall. In other instances the material is further removed from the child's immediate experience, and interpretation involves vicarious experience.

Introductory activities

Teacher: We have had a good time studying pictures of school. Do

you remember that we talked about the best foods for lunch? Where do we buy food?

Basal procedure

Teacher: Let us look at the next picture in *Beginning Days*. Find page 5. Do you remember the picture on page 5? Do you know what the number of the next page will be? Turn the page and find the number 6.

The picture on page 6 shows the place where we buy most of our food. What do we call this place? Name the people you see in the picture. What do we call the man in the picture? What does he do? Who else is in the store? What is this girl doing? What do you think she is saying? Why do you think this girl has come to the store? Perhaps she is buying something for her school lunch tomorrow. What might she buy?

What do you see in the picture which tells you that the storekeeper is having a good time? Since the storekeeper is smiling, we know he likes to sell groceries to the girl.

How is the storekeeper dressed? Why is he dressed this way? Where is the storekeeper standing? Why do you think he is standing behind the counter?

Enrichment activities

1. Activities similar to those shown in the picture could be dramatized.

2. The teacher may arrange for a short trip to a grocery store. Before going, the children should decide what things they will look for at the grocery store and what questions they will ask the storekeeper.

3. The children may set up a playstore in the corner of the schoolroom or improve their store if they have already started one. They could pretend that they are buying and selling. They may handle play money and play at making simple purchases.

4. The children may make pictures of interiors and exteriors of grocery stores. The children should be given opportunities to tell about the pictures. Later, the teacher may label them and read the labels. The children's names should be used often in labeling to give them practice in recognizing their own names.

Alternative activities

The teacher may adapt the Lesson Plan for page 6 of *Beginning Days* as suggested on page 53 of the Manual.

Unit II—Part 3**“ALL ABOARD,” PAGE 9*****All Aboard*, page 9****Introductory activities**

Teacher: Have you ever been to the city (or downtown)? What did you see? Tell us about some of the things you did on this trip.

Basal procedure

Teacher: There is a picture of a city in *All Aboard*. Let us look at it and see whether it is like the cities we have visited.

How can you tell that this is a city? What kinds of buildings do you see? Find the railroad station. Find the train. Find the firehouse. Find the stores. What people do you see? What are the trucks doing? Do you see two trucks that are just alike? Show them to us. What is the policeman doing? Do you see any signs? What do you think they say? I shall read them to you.

Enrichment activities

1. The children may count the trucks in the picture.
2. Activities with colors may be continued for those who need them. The pupils may, for instance, find and name all the green things and all the red things. The teacher, and later the pupils, may make up riddles like the following: “I am thinking of something red. It is unloading some dirt. It is a—(truck).”
3. The pupils may be encouraged to look for signs about the school and on the streets around the school.
4. The pupils may be directed to draw pictures of city scenes. Later, when the children show their pictures and tell about them, one child’s story may be printed on the blackboard and read to the group by the teacher.
5. The teacher may recall to the children a familiar rhyme. She

may say, "Today we shall do something different with our rhymes. I shall begin the rhyme. You are not to say anything until I come to the first word for which we clapped. Then you may say that word with me." The entire rhyme may be recited, the children joining in on the rhyming words throughout the poem.

6. The children may cut from magazines pictures of trucks, automobiles, airplanes, wagons, and other things that are used for transportation. These may be used in making a class scrapbook. The teacher may print titles in the book, as *John's Big Truck*, *Mary's Engine*.

Alternative activities

The teacher may adapt the Lesson Plans for page 9 of *All Aboard* as suggested on page 53 of the Manual.

Unit II—Part 4

"BEGINNING DAYS," PAGE 7

Beginning Days, page 7

Introductory activities

The teacher may recall previous discussions of trains and any mention that has been made of a railroad station. The city picture on page 9 of *All Aboard* may be used to assist in the discussion of the station. The discussion should bring out the procedure of buying a ticket, getting to the train, having a porter assist with one's luggage, and having one's ticket taken by the conductor. There should also be mention of such railroad employees as the ticket agent, the porter, the conductor, the brakeman, the engineer, and the fireman.

Basal procedure

Teacher: Do you think you would know some of the people we have mentioned if you saw their pictures? Let us take *Beginning Days* and look at the picture on page 7. The number 7 looks like this. (The teacher may write the number 7 on the blackboard.)

The numbers from 1 to 7 may be placed in conspicuous places and referred to frequently. Other numbers should be added as the children proceed through their books.

Teacher: What place is this? What people do you see? What is the conductor doing? Who carries the luggage? What will the passenger do next?

Enrichment activities

1. If possible, the children should visit a railroad station. If a trip to a railroad station cannot be arranged, many of the same purposes will be served by visiting a bus terminal. A visit to a bus terminal would be a valuable addition to a visit to the railroad station. The trip may be made before or after the children study the picture.

2. The children may imitate some of the noises made by trains, airplanes, etc.

3. The children may listen to the teacher repeat some of the words they have learned in the study of the picture, such as *ticket, locomotive, porter, conductor, luggage, car*. They may repeat these words with the teacher, and she may list them on the blackboard.

4. The children may draw pictures of railroad stations, trains, airplanes. The children should be given an opportunity to explain and discuss their pictures with the teacher and the other children. They may select titles for the pictures. The teacher may print the titles and attach them to the pictures.

5. Individual or class books of transportation may be made. A growing awareness of distance and of time concepts may develop.

6. For developing a sense of sound, the teacher may read the following jingle to the children:

Choo! Choo! Choo!
Whistles blow,
Big wheels turn
As we go.
Two on a seat
Side by side
Choo! Choo! Choo!
We ride, ride, ride!

The rhyme should be read several times by the teacher. Later the children may wish to dramatize it and to emphasize the rhyming words.

7. Rhythmic work to the accompaniment of the piano, victrola, or to children's songs may be carried on: flying like an airplane or glider, chugging like a train, trotting like a horse, etc.

8. Tickets may be made of different colored papers. Stations may be designated by signs, such as Chicago, Dallas, Montgomery, or any familiar places, and the children may sell and buy tickets and travel about to different parts of the room.

Alternative activities

The teacher may adapt the Lesson Plan for page 7 of *Beginning Days* as suggested on page 53 of the Manual.

Unit II—Part 5

"ALL ABOARD," PAGES 10-11

All Aboard, page 10

Introductory activities

Teacher: Have you ever been to the country? What did you do there? What did you see? What animals did you like best? How did you go there? Tell us about good times you have had in the country.

Basal procedure

Teacher: We have a farm picture in *All Aboard*. Let us see if it looks like the farms you have seen.

The pupils may look at the picture carefully, and then discuss it. During the discussion they should be encouraged to make comparisons between the picture and their own experiences.

Teacher: Did you notice that some things in the picture are larger than others? Things which are near us look very large in a picture. Things which are farther away look smaller. Is the dog really bigger than the cows, as it seems to be in the picture?

Which cows are doing the same thing? Which one is doing something different?

Tell us a story about something which might happen on this farm.

Enrichment activities

1. The children might play a guessing game with such statements as, "I am looking at something which _____. It is at the left side of the picture. What is it?"
2. The pupils may count the animals in the picture.
3. The pupils may be asked to tell what color some of the most obvious features of the picture would be on a real farm.
4. The teacher may ask questions about the position of certain things in the picture, as "What is at the top of the picture? At the bottom? At the left? At the right?"
5. The children may imitate sounds heard on a farm.
6. The pupils may draw pictures of farm scenes. The teacher may follow previous directions about showing the pictures, discussing them, and putting one or two of the resulting stories on the black-board.
7. Activities with rhymes may be continued, the children picking out the rhyming words and saying them alone. A good one to use at this time is "The Hens," by Elizabeth Roberts, from *Silver Pennies*. (See page 77 for other suggestions.)

Alternative activities

The teacher may adapt the Lesson Plan for page 10 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard*, page 11*Introductory activities**

Teacher: Do you remember the interesting stories we heard about our visits to the farm? You told us about many things on the farm. What were some of the animals? What were some of the buildings? What are some of the things you see in the city but not on the farm?

Basal procedure

Teacher: The next page in *All Aboard* will show us pictures of things which are on the farm and things which are not on the farm. The next page is page 11. Can you find it?

This page has many pictures. Let us count them. We shall count them in the same way that we shall look at them.

The children may look at each picture, tell what the picture shows, and whether or not the object is found on the farm. They should be encouraged to use a series of sentences describing each picture, as *This picture shows two cows. They give milk. They like the green grass. They live on the farm.*

Later the pupils may re-examine the page and point out only those things which are found on a farm.

As the children name and discuss the objects pictured on this page, the teacher may check on the articulation and speech of those who have shown difficulties. Many of the troublesome consonant sounds appear, such as *ch* (*chickens*), *g* (*goat*), *r* (*row of stores*), *sh* (*sheep*), *s* (*six*), *th* (*three*) (*the*), *z* (*zoo*).

Enrichment activities

1. The pupils may point out pictures which show only one object and pictures which show more than one object, in the latter case counting the number shown. They may point out pictures which contain animals, those which contain people, and those which contain buildings.

2. The pupils may find pictures showing several things which are just alike, as the similar cows.

3. The pupils may name the pictures which are on the left-hand side of the page.

4. Children may imitate cries made by various animals, and other children may find the corresponding pictures.

5. The pupils may be directed to draw pictures of something they have seen on a farm. Opportunity should be provided for showing the pictures and discussing them, and one or two of the stories told may be printed on the blackboard.

6. Pupils may tell what various farm animals do for people. They should be encouraged to reply in sentences, as "Cows give us milk and cream."

7. See suggestions for poems, rhymes, stories, songs, etc., on pages 77-78 and in Appendix I.

Alternative activities

The teacher may adapt the Lesson Plan for page 11 of *All Aboard* as suggested on page 53 of the Manual.

Unit II—Part 6

“BEGINNING DAYS,” PAGE 8

Beginning Days, page 8**Introductory activities**

There may be a discussion centering around the environment of a country child. The children may discuss the likenesses and differences between farm and city environments, the teacher supplementing their knowledge through discussion and, if necessary, additional pictures.

Basal procedure

Teacher: Today we have a picture of a country scene. It is on page 8. What is happening in this picture? Where does this boy live? What is the boy doing? Who helps the boy? Do you know what kind of dog this is? Why are they taking the cows to the barnyard? What do you think the farmer does with all the milk?

The people in the cities could not live if it were not for the farms. Our food comes from the farms, doesn't it? Do the people in the cities help the farmers? Automobiles and tractors come from the city, don't they? In what other ways do cities help the farmers?

Enrichment activities

1. The children may draw pictures of farm life. These pictures may be made into a class booklet. Each picture should have a title, and the maker's name may be printed on the picture. The booklet may be placed on the library table for the children to enjoy during their leisure time.

2. The children may make up a co-operative story based upon this picture. The story may include such points as the name of the boy, how he is driving the cows, where they are going. As the children

compose the story, the teacher may print it on the blackboard and later she may read it to the children.

3. The following poem may be read by the teacher:

Cluck! Cluck! Cluck! Cluck-koo!

What's the matter with you?

Red Hen's laid an egg so white

For the baby's supper tonight.

Quack! Quack! Quack! Quack-koo!

What's the matter with you?

Mother Duck has just found

Baby Duck can swim around.

Tweet! Tweet! Tweet! Tweet-too!

What's the matter with you?

Mother Robin chirps loud and long,

For her babies can sing a song!

The children may repeat what the hen says, what the duck says, and what the robin says. The teacher should make sure that the children pronounce the endings clearly and forcefully. Such practice develops ability to hear and discriminate between word sounds.

Later the poem may be used for choral speaking. The class may be divided into four groups, representing respectively the hens, the ducks, the robins, and the farm children. The first, third, and fourth lines of each stanza will be said by the groups representing the different birds; the group representing the farm children will say the second line of each stanza. If desired, the class may be divided into three groups of high, medium and low voices. The high voices take the first line of each stanza, saying the words excitedly. The low group asks the question which is the second line of each stanza. The questions should be asked in a tone of annoyance. The medium voices complete each stanza in an "I-told-you-so" manner.

Alternative activities

The teacher may adapt the Lesson Plan for page 8 of *Beginning Days* as suggested on page 53 of the Manual.

Unit II—Part 7**“ALL ABOARD,” PAGE 12****All Aboard, page 12****Introductory activities**

Teacher: Have you ever been to a birthday party? To a park? On a merry-go-round? To the beach? To a swimming pool? Tell us about your experiences.

Basal procedure

Teacher: *All Aboard* has pictures of places we have talked about. Our last page was page 11. What will the new page be? Find page 12.

The children should be assisted to observe the arrangement of the page. They may count the pictures and tell the order in which they are to be examined.

The pupils may look at each picture and tell what they see. The teacher should encourage them to tell about the pictures in a series of connected sentences, as *These children are at the zoo. They are looking at the bear. They like the bear because it is so big.*

The teacher should make sure that the pupils have clear and coherent ideas about the beach scene, since a beach will be the subject of the next picture in *Beginning Days*. The coming picture in *Beginning Days* will, of course, give opportunities for extending and clarifying the children's ideas.

Enrichment activities

1. The children may review Mother Goose rhymes, emphasizing the rhyming words by clapping and telling what the rhyming words are.

2. A child may play that he is doing the thing shown in one of the pictures. Other children may guess the action portrayed and find the corresponding picture.

3. The children may be directed to make pictures of places where they have had good times. When the pictures are shown and dis-

cussed, each child may select a suitable title for his picture, and the teacher may print the title on the picture.

4. The pupils may tell something about the good times they illustrated in their pictures. The "best story" may be printed and attached to the picture or printed on a large piece of oak tag, using the picture as an illustration. It may be read to the children and referred to as "John's Story" or "Jane's Story."

5. The pupils may be asked to tell whether they see the same children in more than one picture and how they recognize them as being the same children.

6. The colors of objects in the pictures may be identified and named.

Alternative activities

The teacher may adapt the Lesson Plan for page 12 of *All Aboard* as suggested on page 53 of this Manual.

Unit II—Part 8

"BEGINNING DAYS," PAGE 9

Beginning Days, page 9

Introductory activities

The teacher should discuss various features of beaches, such as the sand, the water, the safeguards for swimmers, the play equipment, and the proper way of enjoying a beach. Many children who have not had any experience at a beach will be familiar with a swimming pool. For children who have had no comparable experience, the teacher may provide the necessary background through discussion, showing pictures, etc.

Basal procedure

Teacher: Can you find page 9? Look at the picture on page 9. Where are the children playing? Name all the things you see in the picture. What are the children making in the sand? Have you ever built forts or castles in the sand? Do you think it would be fun to go to the beach? Who has a good title for the picture?

The teacher should allow ample time for the children to discuss the

picture. The children may tell of their own experiences at beaches and at picnics.

Enrichment activities

1. The children may make pictures of beach scenes. When the children have finished the pictures, they may discuss them with the teacher and the other children. Titles should be chosen, printed, attached to the pictures, and read for the children. The children should perceive that a good title describes a picture and that carefully selected text may supplement or serve as a substitute for a picture.

2. Children may make up a few sentences about their pictures. The teacher may write each story on a slip of paper. Then she might read one of the stories and let the children designate the picture which that particular story represents.

3. The teacher may ask the children to look again at the picture on page 9 and try to tell a complete story about the picture.

4. Suitable stories and poems may be read. (See pages 77-78 and Appendix I for suggestions.)

Alternative activities

The teacher may adapt the Lesson Plan for page 9 of *Beginning Days* as suggested on page 53 of the Manual.

5. LESSON PLANS FOR UNIT III

Unit III comprises pages 13-15 of *All Aboard* and pages 10-17 of *Beginning Days*. This unit introduces the continuous story or theme told by several consecutive pictures. The children have previously had much experience in interpreting single pictures and relating experiences or telling stories about them. They have also listened to many stories read or told by the teacher. They should now be ready to extract the full story from a series of pictures. This involves interpreting single pictures and keeping in mind the main ideas in a series of pictures. Unit III introduces this activity with very simple story sequences.

The main topics in the unit are home and school situations and activities, such as:

1. Preparing and displaying a picture in school.
2. Receiving a package from a delivery man.
3. Going on a picnic.

The teacher should consult the suggestions in Chapter II and the references in Appendix I for stories to read, pictures to show, etc., in connection with this unit. Note especially the list of books under the following titles:

About City Life
About School Life
About Nature, etc.

Selected poems

- "Picnic," by Lofting, from *Silver Umbrella*.
"Minnie, Mattie and May," by Rossetti, from *Ring-A-Round*.
"The Cats' Tea-Party," by Weatherly, from *Ring-A-Round*.

Selected songs

- "Spring Time," from *Another Singing Time*, p. 26.
"Picnic Day," from *Sing a Song*, p. 56.
"The Garden," from *Sing a Song*, p. 62.
"Bake a Cake," from *Songs for the Nursery School*, p. 107.
"The Broom," from *Songs for the Nursery School*, p. 105.
"Nutting," from *Songs for the Nursery School*, p. 63.

Sound motion pictures

The Adventures of Bunny Rabbit, 1 reel (Erpi), could be used effectively with this unit.

Unit III—Part 1

"ALL ABOARD," PAGES 13-15

All Aboard, page 13

Introductory activities

Have you ever received a package? How did it come to your house? What was in it? Have you ever had a surprise package?

Basal procedure

Teacher: Our next page will tell us a story about a package. Let us find page 13 in *All Aboard*.

These pictures tell one story. Each picture tells a part of the story and we shall have to look at all the pictures, one after the other, to find out what happened in this story.

Which picture shall we look at first? What does this picture tell you? How does Mother know that the box is for the little boy?

Where shall we look next? What happens in this picture? Notice that Mother hands the scissors to the little boy, with the sharp points away from him. That is the polite and the safe way to give any sharp thing to another person.

What happens in the next picture? What do you think the card says?

What was in the box? Does the little boy like his Indian suit?

What is he doing with his suit? (Fifth picture.) What has he put on first? What is he putting on now? Is there another part of the suit which does not show in this picture?

What is the boy doing in the last picture? What do you think he is saying? What will he do next?

Review the story from the beginning, letting several children tell it in turn. Help the children to see that in telling a story it is important to keep the episodes in their proper order.

Enrichment activities

1. The pupils may dramatize or pantomime the story told by the pictures and add to it further episodes of their own.

2. The children may make simple articles in which to dress up, as an Indian headdress, a cowboy neckerchief, a nurse's cap, etc.

3. If the occasion arises, the children may help the teacher prepare and address a package for sending. The teacher may point out the purpose served by the labels on the package. This might be a package sent to another classroom, a book or magazine or picture wanted by the principal, or a piece of modeling done by a child and sent as a gift to the music teacher.

4. Activities with rhymes may be continued. The children may

continue to suggest other words which rhyme with words found in the jingles.

5. The colors in the pictures on page 13 may be named.

Alternative activities

The teacher may adapt the Lesson Plan for page 13 of *All Aboard* as suggested on page 53 of the Manual.

***All Aboard*, page 14**

Introductory activities

The pupils may tell of things they like to do in school. If they do not mention the period in which their pictures are shown and discussed, the teacher should recall this activity to them.

Basal procedure

Teacher: A great many children like to do the same things which you like to do. In *All Aboard* we have pictures of children doing something which we often do. Let us find page 14 in our book.

Discussion of the order in which pictures are to be observed should be continued, if necessary. The children may then look at each picture and tell what they see. After two or three pictures have been discussed, the children should be led to see that the pictures on this page belong together and tell one story. The children may then go forward with the other pictures on the page, keeping this fact in mind.

Enrichment activities

1. The children may draw pictures of various classroom activities. When the pictures are shown, each child may be encouraged to begin his discussion by giving his picture a title. Later, the teacher may print a title on each picture.

2. Activities with rhymes may be continued. Children may attempt to suggest other words which rhyme with those found in the jingles.

Alternative activities

The teacher may adapt the Lesson Plan for page 14 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 15**Introductory activities**

Teacher: Have you ever been on a picnic? How did you take your picnic lunch? What did you have for lunch?

Basal procedure

Teacher: *All Aboard* tells us a story about some children who went on a picnic. Let us turn to page 15 in our book.

Do these pictures tell one story? How can you be sure?

The children may look at each picture in turn and tell the entire story. After the last picture they may tell what the family did next.

Enrichment activities

1. One child may attempt to tell the story without looking at the book while the other children check his story by the pictures. The teacher should emphasize the importance of telling the story steps in the order in which they occur.

2. The children may attempt to recall without looking at the book all the picnic articles which were shown in the pictures. As each article is mentioned, the teacher may write its name on the blackboard. When the children have finished enumerating the articles, the blackboard list may be compared with the pictures in the book. The teacher should make sure that the children understand the usefulness of making such a list. Of course, there should be no attempt to have the children recognize any of the printed words, but the teacher should demonstrate the left-to-right direction followed in observing a word.

3. A child may trace in the air the outline of a picnic article. The other children may attempt to guess what is being portrayed. Children may describe the different articles in riddles, such as, "I am thinking of something the children took on the picnic. It holds milk. It is not a cup. What is it?" (Thermos bottle.)

4. Practice should be continued in picking out rhyming words in familiar jingles and in suggesting other rhyming words.

5. The children may draw picnic scenes. They should continue to show and discuss completed pictures.

6. The poem "Picnic," from *Silver Umbrella* may be read.

Alternative activities

The teacher may adapt the Lesson Plan for page 15 of *All Aboard* as suggested on page 53 of the Manual.

Unit III—Part 2

"BEGINNING DAYS," PAGES 10-17

Beginning Days, pages 10-17

The pictures on pages 10-17 of *Beginning Days* form a series that tells a connected story for which a logical conclusion is to be supplied by the children. The children must remember events in order from one picture to another and must perceive the relationship of each picture to the whole story. In order to get a clear idea of the story, the children should interpret the complete series during one reading period.

Introductory activities

The teacher may ask the children if they have ever had a picnic. She may encourage the children to tell of the fun they have had picnicking. Each child should be encouraged to tell his story in his own way. If *All Aboard* is used, some of this discussion will already have taken place (in connection with *All Aboard*, page 15), and some of the details may be reviewed as an introduction to this unit.

As the children relate their experiences, the teacher should give tactful guidance so that a connected story, rather than random comments, results.

Basal procedure

Teacher: We are going to have a story about a picnic today. The story is a long one. It begins on page 10 and ends on page 17. So we shall have to look at the pictures on all the pages from page 10 to page 17 before we have really read this long story.

Look at page 10. What are the children and their mother doing? They are going to have a picnic. Shall we name the boy and the girl?

How do you think they will get to the picnic place? Look at page 11. It will tell you how they will get to a good picnic place. What is Mother putting into the car? What is Father putting into the car?

Can you guess what the little girl has in the suitcase? What do you think she plans to do at the picnic?

Turn to page 12. What is happening on page 12? What do you think the children will see on their way to the picnic?

Look at page 13. What is happening in this picture? Do you think they are having fun on the way to the picnic? Can you guess where they will have the picnic? Page 14 will tell you where the picnic will be.

Turn to page 14. What is happening in this picture? Do you think this is the place the family has chosen for the picnic? Do you like this place? What is Mother doing? The children are helping their mother. What are they doing? What is Father doing?

Look at page 15. What is happening in this picture? Are they enjoying the picnic? What do you see which makes you think they are having fun?

How can we find out what will happen next? Yes, we can look at page 16. This picture tells us that lunch is over. What is the little girl doing? What is Mother doing? What is the boy going to do?

There is a surprise on page 17. Look at page 17. Who has arrived? This is as much of the story as the pictures tell. What do you think happened next? Plan a good ending for the story.

The children should be permitted to offer any conclusion that is consistent with the story. The teacher should help them to see the suitability or unsuitability of the conclusions offered. The pictures may be referred to frequently in discussing endings, deciding problems, finding pertinent details, etc.

Various children should retell the story from the beginning. This may be done both with and without the book.

Enrichment activities

1. The children may draw pictures needed to complete the story. The teacher may add carefully edited text.

2. The children may draw pictures of their own experiences at picnics. These scenes and experiences may be discussed by the class. Later the pictures may be used to make a class Picnic Book.

3. The class may plan a picnic, committees being appointed to carry out certain phases of the work. The picnic may be held in a conveniently located park, in a corner of the school grounds, or even in the classroom itself. The children may decorate a paper luncheon cloth, plates, and napkins, and plan a simple menu. This picnic might be a surprise for a neighboring class or for the mothers. If the children plan an entertainment or program for the picnic, they may make up a story telling about planning the party, making paper napkins, planning the menu, etc., and pictures may be drawn to illustrate the story. Someone may tell the story and show the pictures at the entertainment or program.

4. The children will enjoy continuing the type of work presented on pages 10–17 of *Beginning Days*. Various children may tell a part of a story, other children completing it logically. One child may tell one sentence, the next child may make up a plausible second sentence, and so on until a complete story has been made. These "games" should be highly encouraged by the teacher, for ability to complete an incident in a logical and plausible way contributes to readiness for actual reading.

5. One of the poems and one of the songs listed for this unit may be used. (See page 95 of the Manual.)

Alternative activities

Those classes without *Beginning Days* may begin their discussion by telling about picnics. The teacher may tell the incomplete story presented on pages 10–17 of *Beginning Days*. The children may complete the story orally and by drawing pictures.

6. LESSON PLANS FOR UNIT IV

Unit IV comprises pages 16–19 of *All Aboard* and pages 18–29 of

Beginning Days. The unit carries forward activities in telling a story from a series of pictures of gradually increasing complexity and in predicting outcomes beyond those fully revealed. It introduces problems which require more exact interpretation of pictures and more subtle observation of detail than was required hitherto. It introduces activities in relating one object or situation to another and gives further practice with rhyming words.

The main topics are:

1. Play with animals
2. Identification of animals
3. Observation of the characteristics of certain animals
4. The pet store

The teacher should consult suggestions in Chapter II and the bibliographies in Appendix I for stories, poems, and further activities to use with the unit. Note especially the books listed under the following headings:

About Animals
About School Life
About Nature, etc.

Selected poems

- "The Hairy Dog," by Asquith, from *Silver Umbrella*.
"Rabbits," by Baruch, from *Silver Umbrella*.
"The City Mouse," by Rossetti, from *Silver Umbrella*.
"The Little Turtle," by Lindsay, from *Silver Umbrella*.
"The Mysterious Cat," by Lindsay, from *Silver Pennies*.

Selected songs

- "There Was a Little Turtle," from *Another Singing Time*, p. 4.
"The Little Gray Ponies," from *Songs for the Nursery School*, p. 22.
"Warm Kitty," from *Songs for the Nursery School*, p. 27.
"Spot," from *Songs for the Nursery School*, p. 29.
"A Song About an Elephant," from *Another Singing Time*, p. 14.
"The Zoo," from *Sing a Song*, p. 17.
"Raggle," from *Sing a Song*, p. 31.
"The Billy Goats," from *Songs for the Nursery School*, p. 39.

Sound motion pictures

Three Little Kittens, 1 reel (Erpi).

Adventures of Bunny Rabbit, 1 reel (Erpi).

Farm Animals, 1 reel (Erpi).

Gray Squirrel, 1 reel (Erpi).

Poultry on the Farm, 1 reel (Erpi).

Robin Redbreast, 1 reel (Erpi).

The Farm, 1 reel (Eastman).

Monkeys and Apes, $\frac{1}{2}$ reel (Eastman).

Unit IV—Part 1

"ALL ABOARD," PAGES 16-19

All Aboard, page 16**Introductory activities**

Teacher: Which of you have pets at home? Tell us about your pets. We should like especially to hear about your cats. What do we call a little cat? What are some of the things that kittens like to do? Did your kitten ever get into mischief?

Basal procedure

Teacher: *All Aboard* has a story about a kitten who got into a great deal of mischief. Let us read the story. It is on page 16.

Look at all the pictures on the page, one after the other. Then tell us the whole story.

What do you think Mother did when she found the kitten had tangled her yarn? Did your kitten ever do anything like this?

Let us tell the story again. This time we shall take turns. One child may tell what happens in the first picture. The next child may tell what happens in the second picture. Then someone will tell about the third picture, and so on. Be sure you are ready when your turn comes so that you will not keep us waiting.

Enrichment activities

1. The pupils may find pictures designated by the teacher, as, "Find the picture in which the kitten has one paw up, getting ready to tackle the ball of yarn."

2. The teacher may pronounce pairs of rhyming and non-rhyming words, as *kitten—mitten*; *kitten—glove*; *Mother—Sister*; *Mother—Brother*; *ball—wagon*; *ball—fall*; *knitting—sitting*; *knitting—sewing*. As she pronounces each pair of words, the children may tell when the words rhyme.

3. Some co-operative planning may now be brought into the drawing activities. The teacher may, for instance, suggest that it would be fun to have many pictures of kittens to put up on the wall. These pictures would be more interesting if each showed a kitten doing something different. The group may suggest a number of different situations in which kittens could be portrayed. Each member of the group may then choose the situation on which he will base his picture. The teacher should keep a record of the choices, and when the pictures are completed, they may be checked with this original list. The discussion should bring out clearly that each child has made an individual contribution to a group activity and that the results are satisfying because all have worked together.

4. The poem, "The Mysterious Cat," and the song, "Warm Kitty," are very suitable for this lesson.

5. The film, *Three Little Kittens*, 1 reel (Erpi), would be interesting to present at this time.

Alternative activities

The teacher may adapt the Lesson Plan for page 16 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 17

Introductory activities

Some of the previous activities with rhymes may be recalled and reviewed.

Basal procedure

Teacher: Today we shall find some rhymes in *All Aboard*. Let us look at the first picture. What does it show? Yes, it shows a cat. Can you find a picture in the same row which shows something that has a name which rhymes with cat? Yes, *hat* rhymes with *cat*. What

is the other picture in this row? Yes, it is a cow. *Cow* does not rhyme with *cat*.

A similar procedure may be used with the other pictures on this page. Later the children may re-examine the page, selecting in each row only those words that rhyme. They may also go over the page, indicating in each row only the word that does not rhyme with the other items in that series.

The exercises conducted with this page provide an opportunity to check up on the speech of individual pupils. In addition to noting ability to sense rhymes, the teacher may observe the articulation of other sounds, such as the initial sounds of *c*, *h*, and *m*.

Enrichment activities

1. The children may suggest other rhyming words to go with those suggested by the pictures on the page.

2. The children may make up jingles, using rhyming words.

3. Favorite Mother Goose rhymes may be recalled. The children may make pictures illustrating these rhymes. Later each child may show his picture, and other members of the group may guess and recite the rhyme portrayed.

4. The children may listen to selections from Edward Lear's *Nonsense Books*.

5. Other rhyming activities similar to those provided by page 17 may be arranged. The teacher may draw on the blackboard, or find and place on the blackboard, pictures of objects such as boy, book, toy; cat, cup, rat; bee, boat, tree; top, mop, man; etc., and conduct additional exercises similar to that described in the basal procedure. Objects may be used instead of pictures.

6. The "guess-what" technique may be used. Thus, the teacher says, "I am thinking of a word that rhymes with boy. This word means something that everybody likes. It is something we get at Christmas. What is it? Yes, *toy*."

Alternative activities

The teacher may adapt the Lesson Plan for page 17 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 18

Introductory activities

We have talked several times about our pets. Today I should like you to tell us something about their homes. Where does your dog live?

Other animals have homes, too. Some live in the woods. Do you know any animals that live in the woods?

Basal procedure

Teacher: *All Aboard* has pictures of homes and the animals which live in them. Let us see if the pictures show some of the things that we have been talking about.

When the children have found page 18 in *All Aboard*, they may observe the arrangement of the page and discuss the order in which the pictures are to be observed, if this seems necessary.

Teacher: Look at the first picture. Yes, it is a tree. Let us find in the same row a picture of an animal which makes its home in a tree. Look at the next picture. Yes, it is a squirrel. Does a squirrel live in a tree? Look at the next picture. Yes, it is a goat. Goats do not live in trees, do they? We can say, then, that the tree and the squirrel go together.

Let us look at the first picture in the next line. Yes, it is a barn. Find a picture in the same row which shows something that lives in a barn.

The procedure for the other groups of pictures on the page may be similar. When the children have completed their examination of the entire page, they may go over it again, naming only those things that go together, as *tree* and *squirrel*, *barn* and *cow*, etc. They may also suggest homes for the animals which are not included in the correct answers.

The objects pictured on this page provide an opportunity to observe the pronunciation of words beginning with *b*, *d*, *g*, *n*, and the hard sound of *c*.

Enrichment activities

1. *Teacher:* Look at the first picture again. Can you think of a

word that rhymes with *tree*? Look at the picture of the goat in the same line. Can you think of a word that rhymes with *goat*?

Similar rhyming activities may be carried on with *cow, dog, bird, cat, fish, nest*. The pupils may attempt to make up jingles containing the rhyming words which they have suggested.

2. *Teacher*: Draw a home for one of the animals which has no home on the page we have just read. Put the animal in the picture, too.

3. The teacher may say, "I am a dog. Tell me where my home is." The children should respond, "Your home is in a doghouse." After a little practice the pupils may carry on this guessing game without aid from the teacher. The teacher should observe the children's use of the word *in*. The activity may be varied by having one child make a statement, as, "My home is in a tree," to which the other children respond, "You are a squirrel."

4. As the children have now had some training in detecting and giving similar sounds, incompetence in such activities is likely to indicate a physical rather than an educational problem. Children who are not successful in the rhyming activities should, if possible, be given a test of hearing with an audiometer or should be referred to a physician for examination. If these facilities are not available, the teacher may make a rough diagnosis by means of a whisper test. (See Section 12 in Chapter II of this Manual.)

Children with even slight hearing losses should be seated near the front of the room, and the teacher should make allowances for their handicap in all oral work.

5. The teacher may use some of the poems, songs, stories, and motion pictures listed for this unit. (See pages 102-103 of the Manual and Appendix I.)

Alternative activities

The teacher may adapt the Lesson Plan for page 18 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 19

Introductory activities

Teacher: A day or two ago you told us about cats and kittens, and we had a story in *All Aboard* about a kitten.

What do we call a little dog? How many of you have puppies? Where did you get your puppy? (If no mention is made of a pet shop, the teacher may tell the children that there are stores where pets are sold.)

Basal procedure

Teacher: We have a story in *All Aboard* that will tell us how one boy and girl got their puppy. Let us see if it is like any of the stories you have told us. It is on page 19.

The children may study the entire series of pictures, and then tell the story as a whole, using their books as they do so. (If the teacher feels the children are not ready for so sustained an effort, she may, of course, follow the procedure suggested for earlier lessons, whereby one picture at a time is studied and discussed.)

Teacher: What do you think will happen when this cat and puppy become acquainted? (A variety of responses should, of course, be encouraged.)

In which pictures do we see several puppies? One puppy? Which pictures show the outside of the store? Which pictures show the inside? Are the people the same in all the pictures?

Enrichment activities

1. The children may tell stories of relationships, both friendly and unfriendly, between cats and dogs.

2. The children may retell the story on page 19, adding their individual conclusions.

3. Each child may draw a picture portraying the conclusion which he likes best among those offered.

4. The activities with rhyming words may be continued. "The Little Turtle," by Vachel Lindsay, from *Silver Pennies*, would be very suitable to emphasize certain rhyming sounds.

Alternative activities

The teacher may adapt the Lesson Plan for page 19 of *All Aboard* as suggested on page 53 of the Manual.

Unit IV—Part 2**"BEGINNING DAYS," PAGES 18-29*****Beginning Days*, pages 18-29**

This material continues the type of work presented in the preceding story of *Beginning Days* (pages 10-17). However, the picture story is longer; more astute interpretation is required; and the possible conclusions are less obvious. To proceed successfully with this work the pupils must be able to interpret reasonably well a series of pictures comparable in difficulty to the pictures in the preceding material and must be able to suggest simple results of simple causes.

Children who do not appear to have grasped the idea of interpreting a connected series of pictures should have further experiences at the level of the preceding picture story before taking up this story. Old readers are often a good source of pictures which may be arranged in successive steps to form a story. Favorite comic strips may be used to provide additional practice.

For very slow or immature children, a picture story with fewer steps may be used.

Introductory activities

A discussion of pets, with particular emphasis upon dogs and cats, may precede the reading of the story in *Beginning Days*.

Basal procedure

Teacher: In *Beginning Days* there is a story about a dog. The story begins on page 18. Find page 18. Try to find the page on which the story ends. What page is it? What pages will we have to look at before we read all of this story?

Now look at the picture on page 18 again. Whom do you see? Shall we give him a name? (If the pupils are unable to decide upon a name, the teacher may tell them that this kind of dog is called a Scottie and that "Scottie" might be a very good name for him.)

What is the little dog doing? He does not look very happy to me. Why do you think he is unhappy? What do you think he is looking for? Yes, I think he wants a home.

Turn to page 19. What is happening here? Do you think this is the little dog's home? Do you think that the people who live here will let him in?

Turn to page 20. What is happening here? Is this house his home? What do you think the man is telling the little dog? How does the little dog feel? What do you think he will do next?

Turn to page 21. What is happening here? Do you think the little dog may be allowed to stay in this house?

Turn to page 22. What is happening here? How do you think the little dog got in? Is he happier now? What are some of the things he sees? Where are the people who live in this house?

Page 23 will show you who lives in the house. What is happening? Does the old man look friendly? Who lives with the old man? Where is the little dog? Do you think the old man will let him stay?

The next page will tell you. Turn to page 24. What is happening? Has the little dog found a home? The old man, the white cat, and the little dog are all asleep.

Turn to the next picture to see what happens. What time of day is it? How do you know that it is morning?

Look at page 26. What is happening here? What is the old man doing? What is the dog doing? What is the cat doing?

Look at page 27. What is happening in this picture? Why do you think the little dog is digging?

Turn to page 28. What is happening?

Turn to page 29. There is no picture here, but there is a question which I shall read to you.

We shall have to finish the story ourselves. What do you think happened next?

Various pupils may suggest possible conclusions for the story. The teacher should encourage a variety of answers, and the children should understand that since the book does not finish the story, they may end it as they wish, so long as the ending is consistent with the pictures. The children should evaluate the suggested endings and tell why each is satisfactory or unsatisfactory. They should frequently refer to *Beginning Days* while they are making these evaluations.

Enrichment activities

1. The children may tell the story again, "reading" it from the pictures.

2. The children may make pictures showing what happened next.

3. One child may tell a part of a story. Other children may complete the story in various ways.

4. The children may dramatize or pantomime the story. They may act it without saying a word except at the end when a child may say, "What do you think happened next?" Then they may choose one of the endings which the children have suggested in the previous discussion. They may act out the ending they select.

5. The children may make a "movie" of the story they have just read in *Beginning Days* or of one of the stories which has been told or read to them. Each child should make a picture of one episode in the story. The finished pictures are to be pasted together in sequence. Each end of the strip of pictures is to be attached to a broomstick or a shade roller. The strip should then be wound on the stick to which the last picture is attached. To show the movie, one child should hold the left-hand stick, a second child the right-hand. The left-hand stick is turned slowly so that the picture strip is wound upon it. As each episode comes into view, time should be allowed for the audience to see it clearly. A third child may be designated to describe each picture or to relate the story, thus supplying a "sound track" for a talking picture.

6. Select previously unused stories, poems, songs, and films from the lists in the introductory section for this unit. (See pages 102-103 and Appendix I.)

Alternative activities

The teacher may adapt the Lesson Plan for pages 18-29 of *Beginning Days* as suggested on page 53 of the Manual.

7. LESSON PLANS FOR UNIT V

Unit V comprises pages 20-24 of *All Aboard* and pages 30-34 of *Beginning Days*. It carries the interpretation of serial pictures to more advanced levels. It provides experiences with words having

the same initial sound, and it introduces for the first time pictures accompanied by printed text. This text is not to be read by the pupils. It is read by the teacher to demonstrate the fact that words help the pictures to tell a story and to show how words and sentences are read.

The main topics of the unit are as follows:

1. Home activities and equipment.
2. Children as helpers in the home.
3. Children's parties.

The teacher should consult suggestions in Chapter II and the lists of books in Appendix I for materials to use in enriching the unit. Such books as those listed under the following headings in Appendix I will be suitable.

About Children and Child Life

About School Life

About Home Life, etc.

About Nature, etc.

About Dolls and Toys

Selected poems

"Mix a Pancake," by Rossetti, from *Silver Umbrella*.

"The Tale of a Tart," by Weatherley, from *Silver Umbrella*.

"Breakfast Time," by Stephens, from *Silver Umbrella*.

"Lawn-Mower," by Baruch, from *Silver Umbrella*.

"The Sleepy Song," by Bacon, from *Silver Pennies*.

"The Pasture," by Frost, from *Silver Pennies*.

"Portrait by a Neighbor," by Millay, from *Silver Pennies*.

Selected songs

"Farm Voices," from *Sing a Song*, p. 10.

"A Happy Day," from *Sing a Song*, p. 49.

"Seeds," from *Sing a Song*, p. 54.

"Housework," from *Sing a Song*, p. 63.

"O, Can Ye Sew Cushions," from *Songs for the Nursery School*, p. 106.

Sound motion pictures

Adventures of Bunny Rabbit (Erpi) or *Monkeys and Apes* (Eastman), if not previously used, could be shown with this unit.

Unit V—Part 1

"ALL ABOARD," PAGES 20-24

All Aboard, page 20**Introductory activities**

Teacher: What rooms are needed in a home? What rooms would you need if you were building a house?

Tell us about your home. What rooms has it? (The teacher should be careful not to embarrass children whose homes are sub-standard.)

For city children the discussion may be altered to fit the conditions found in apartments or flats.

Basal procedure

Teacher: In *All Aboard*, page 20 has pictures of different rooms. Let us see if we can tell what each room is.

Look at the first picture. What room is this? How can you tell it is a kitchen?

The teacher may ask similar questions about each of the pictures. The children should be encouraged to make connected statements without too much questioning.

Teacher: Did you notice that we said *room* several times when we were telling about these pictures? We said *room* when we pointed out the bedroom. We did not say *room* when we pointed out the kitchen. Find all the pictures with which we said *room*.

Enrichment activities

1. The pupils may find in old magazines pictures of various rooms. These pictures may be assembled on large sheets of oak tag to make posters. Thus, one poster might consist of pictures of living rooms, another of pictures of bedrooms. The posters might be labeled, *Living Rooms*, *Bedrooms*, etc.

Another poster might be made on which various rooms are assembled to make a complete house. Old catalogues could be used for pictures of furniture, etc. The selection and assembling of pictures should be distinctly a co-operative activity. Each child should understand that he is making a contribution to a group project. If there is a doll's house in the room, it could be arranged and compared with the picture.

2. The pupils may make other combinations including the word *room*, as *classroom*, *playroom*, *lunchroom*. They may put other little words together to make big words, as *school house*, *dog house*, *bird house*.

3. See suggestions on pages 112–113 and in Appendix I for stories and poems to read, songs to sing, etc.

Alternative activities

The teacher may adapt the Lesson Plan for page 20 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 21

Introductory activities

Teacher: Have you ever helped Mother cook? What did you do? What was Mother making? What foods did you use? What pots and pans did you use?

Basal procedure

Teacher: In *All Aboard* we have a story about children who cooked something in school. Let us read the story. It is on page 21.

Look at each one of the pictures, and then tell us the story.

What did the children do first? What did they do next? What did they put with the apples? How did they cook the apples? How did they serve the applesauce they made?

Enrichment activities

1. The children may make applesauce in the classroom. They should plan the undertaking carefully, using the pictures in *All Aboard* to indicate the steps. The teacher may print on the black-

board the directions for making the applesauce as these are worked out by the children. While the applesauce is being made, there should be frequent reference to these blackboard directions. The teacher should notice that a small electric plate will serve for the cooking. Paper ice-cream dishes may be used for serving the applesauce.

During the preparation and serving of the applesauce there will be many opportunities for counting and other functional uses of arithmetic. Questions like the following may arise: How many knives have we? How many apples are there? How much sugar shall we use? How long shall we cook the applesauce? How can we tell when the time is up? How many dishes shall we need so that each child may have some of the applesauce?

If another class can be invited to share the applesauce, an invitation can be composed by the children, put on the blackboard, copied by the teacher, and delivered by a child. This will provide an opportunity for the children to practice good manners discussed in previous lessons, to receive a regret or acceptance, and to perceive one of the uses for reading. This will help to prepare for the next page in *All Aboard*. (See also suggestion for party in connection with *All Aboard*, page 22.)

2. Beginning with *apple* in *applesauce* the teacher may help the children to hear little words in big words. The little words should be very obvious ones and, for the present, the little word should come at the beginning or at the end of the big word, rather than in the middle of it. Suitable words are *grandfather*, *playground*, *birthday*, *bookcase*, *tablecloth*, *blackboard*, *holiday*, *grasshopper*, *teacher*, *bedtime*.

Alternative activities

The teacher may adapt the Lesson Plan for page 21 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 22

Introductory activities

Teacher: Have you ever been to a party? How were you invited?

(Written invitations should be emphasized, and the children should be given a clear idea of the purposes served by a letter.) Tell us about the party.

Basal procedure

Teacher: We have a story about a party in *All Aboard*. It is on page 22. Let us see if it is like the parties you have been to.

Look quickly at all the pictures. Do they tell one story? How can you be sure?

Now look at each of the pictures carefully. When you have looked at all of them, you may tell us the story.

What will the children do in the dining room? What do you think they will have to eat? Was this a birthday party? Why do you think it was? What do you think the invitation said?

Enrichment activities

1. The pupils may plan a classroom party. The program and the duties of each child may be printed on the blackboard. Working together, the children may compose an invitation which the teacher may write on the blackboard from their dictation. The teacher may provide each child with a hectographed copy of this invitation. These invitations may be decorated, and the children may designate the recipients of their invitations. The teacher may then print the appropriate name on the invitation. Several children assisted by the teacher may act as postmen to deliver the invitations. Games for the party may be planned and simple refreshments provided. The children might show some of their "movie" film and tell the stories illustrated as part of the program.

2. The realization that words consist of parts may be got under way at this time. The teacher may say, "Show me the picture of the girl *read-ing*." She may ask for the picture which shows the girl *buy-ing* a present, the pictures which show her, *put-ting* on her shoes, *ring-ing* the bell, the children *play-ing*. Next she may pronounce each of the words in the same exaggerated fashion, this time without context. The pupils may identify each of the words by pronouncing it in the normal manner. The teacher should give

further illustrations of syllabication, using familiar words, as *Mother*, *Father*. Most of the illustrations should be two-syllable words, although some words of three or more syllables might be included. It will be inadvisable to have the pupils attempt to separate words into syllables. The children's part at this time should be to identify words pronounced by the teacher. The children's names (those of two or more syllables) may be used in this way, as *Bar-ba-ra*, *Mar-i-lyn*, *The-o-dore*.

Alternative activities

The teacher may adapt the Lesson Plan for page 22 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 23

Introductory activities

Teacher: We have had many kinds of fun with words. We have listened to rhyming words. We have heard little words in big words. We have made up big words using little words. (Time should be allowed for illustrations of each of these activities.)

Today we shall have a new kind of fun with words. We shall find words that begin with the same sound. Listen to these words. (The teacher should pronounce the names of two children in the class, as *Bobby*, *Barbara*.) Did you hear that these names begin with the same sound? Is there anyone else in the room whose name begins with that sound? (Several groups of names which begin alike should be given as illustrations.)

Now let us see if we can find other words that begin alike. Do *bread* and *butter* begin with the same sound? Do *Mother* and *morn-ing* begin alike? Do *Mother* and *Father* begin alike? (This oral work should be continued as long as the teacher thinks necessary.)

Basal procedure

Teacher: Let us look at the next pictures in *All Aboard* and see if we can find in them words that begin with the same sound. The pictures are on page 23.

Look at the first picture. What does it show? Yes, it is a picture

of some bread. Look at the next picture. Yes, it shows a book. Do *bread* and *book* begin with the same sound? (Proceed in the same manner with the other pictures in the top row.) Let us name again all the things in the top row. Do they all begin with the same sound?

With the help of the teacher the pupils should use the remaining series of pictures in the same way.

Teacher: Which things on this page are good to eat?

Tell what each of the other things is used for.

Enrichment activities

1. The children may try to suggest other words that begin alike to add to each series. They may find objects in the room, the names of which begin with the same sounds.

2. The teacher may put on the blackboard the names of all the children in the class. These names may be arranged in groups beginning with the same sound. It will probably be possible to point out that some children have names which must be kept separately because no other names begin with the same sound.

3. The children may draw or find pictures of objects, the names of which begin with the same sound. These pictures may be grouped together according to the initial sounds of the words illustrated. In these activities no account need be taken of spelling. Thus, *throw* should not appear among words beginning with *t*, and *city* should be accepted as a word which begins in the same way as *soup* does. (See pages 31-32 of this Manual for suggestions.)

4. Page 23 affords opportunity for detecting errors in the pronunciation of words beginning with the sounds *b*, *p*, *c* (hard), *t*, and *s*. Further exercises, as suggested under Activity 3 above, may be made up to test all the sounds contained in the speech tests on Manual pages 28-31.

5. The teacher may read some rhymes from Lear's *Nonsense Books*. The poem "Farm Voices" would be appropriate.

Alternative activities

The teacher may adapt the Lesson Plan for page 23 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 24**Introductory activities**

The teacher may recall to the children ways in which printed material has been useful to them from the very beginning. She may point out that print often tells things which we cannot find out from pictures alone.

Basal procedure

Teacher: In *All Aboard* today we shall have a page which has print as well as pictures. Let us see if the print will tell us things which we cannot find out from the picture. We shall look at page 24.

Look at the first picture. What do you see? Yes, it is a box. What is in the box? No, you can't tell what is in the box because it is wrapped up. But I can tell you what is in the box because I can read the print below the picture. I shall read it to you now. (The teacher reads *A doll is in the box.*) Now you know something you could not find out from the picture. You see how the print has helped us. (The teacher is reminded that there should be no attempt at this time to have the children recognize any of the words which appear in the sentence.)

A similar procedure may be followed with the other pictures on this page. The following questions may be asked: What will these children build? What is Mother making? Where are these children going? For whom is this letter? Whom is this boy calling?

Enrichment activities

1. Each child may draw pictures and dictate to the teacher a story of two or three sentences. The teacher may print the story, and the child may paste the printed version to his pictures. The teacher may show these pictures to the group and read aloud the accompanying story. In doing so, she should point out that the stories tell more than can be found out from the picture alone. The pictures and stories should be posted so that all can see them. Some children will discuss them in their free time before school or during a work period.

2. The children may continue activities of thinking of words which begin with the same sound, such as *dog, door, doctor, dance, drink; big, boy, boat, bat, bark; fat, fun, fight, find.*

Alternative activities

The teacher may adapt the Lesson Plan for page 24 of *All Aboard* as suggested on page 53 of the Manual.

Unit V—Part 2

"BEGINNING DAYS," PAGES 30-34

Beginning Days, pages 30-34

The material of this story continues practice in interpreting a series of related pictures and in keeping in mind a sequence of ideas. In addition, this unit introduces printed text as a means of telling a story and supplementing pictures. The teacher should make no attempt to teach the children to read the sentences or to learn to recognize any of the words. Her primary purpose is, rather, to demonstrate that printed words tell a story, as do pictures. A second purpose is to show children how one proceeds in reading. If there are pupils in the class who can read, the teacher may let them do so after she has read to the group.

Introductory activities

Teacher: Do you ever help Mother? Tell us how.

Basal procedure

Teacher: Today we have a story that tells how a boy and a girl helped Mother. It has pictures, as all our other stories in *Beginning Days* have had, but it has something besides pictures. It has printed words. These printed words will tell us more than we could find out from the pictures alone. This story begins on page 30 and ends on page 34. Find page 30.

Do you see the printed words at the bottom of page 30? When we have several printed words together, as we have here, we call them a sentence. I shall read the sentence to you after you have told me about the picture.

What is happening in this picture? Would you like to know the little girl's name? I shall read the sentence to you.

The teacher should read the sentence in the book, demonstrating the left-to-right direction by sweeping her hand under the sentence as she reads it.

Teacher: Now you know the name of the little girl. You know what she is doing, too. The picture tells what the little girl is doing, but we did not know her name until we read the printed words. Printed words often tell us things we cannot find out from a picture.

The teacher may print the sentence on the blackboard and again demonstrate the left-to-right direction in reading. She may tell the children that one always begins to read "over here" (indicating the left) and moves "in this direction" (from left to right). The teacher should demonstrate correct eye movements frequently, using a *continuous, sweeping left-to-right movement of her hand* under the sentences, so that the children will not point to individual words when they begin to read.

Teacher: Look at page 31. What do you see in this picture? You cannot guess the boy's name just by looking at the picture. You can see the boy and you can see what he is doing, but I shall have to read the sentence before you can tell what his name is. I shall start at the left of the sentence and read to the right.

The teacher should read the sentence orally.

Teacher: Now you know the boy's name. The printed words told you something that the picture could not tell alone.

Turn to page 32. What is happening in this picture? Who do you think made the soup? We cannot tell until we read the sentence. Where do we start to read? Yes, we start at the left and go to the right. I shall read the sentence.

Look at page 33. What is happening in this picture? What else did the children put on the table? Shall I read the sentence for you? Where shall I start to read?

Let's turn to page 34 and see what this picture tells us. Is this meal lunch or supper? We can't tell that from the picture. We must read the sentence. We start at the left and go to the right. I shall read the sentence.

The sentence tells us that this is a good supper. What did the

sentence tell us that we could not find out from the picture? Yes, that it is a good supper.

Enrichment activities

1. The teacher may read each sentence of the story and ask the children to find the picture to which the sentence belongs.

2. The children may review the two preceding stories and compose a simple sentence for each picture. The teacher may print these sentences on the blackboard. She may read the sentences from the blackboard, asking the children to find the picture each describes.

3. The children may compose simple co-operative stories about their homes. The teacher may print the stories on the blackboard, later editing them and transferring them to oak tag.

4. The teacher should observe the children's pronunciation of the words in the story which begin with *s*. Children who substitute *th* for *s* may practice saying such pairs of words as *thing-sing*, *thumb-some*, *thaw-saw*, *thick-sick*.

5. The teacher may introduce additional games calling for sensing the initial word sounds, such as those suggested for the Lesson Plan for page 23 of *All Aboard*. (See pages 117-118 of the Manual.)

Alternative activities

In addition to using a copy of *Beginning Days* with small groups, the teacher may prepare a simple four- or five-page story, using pictures cut from magazines and pasting each picture on a sheet of oak tag to form a page. Under the picture she may print simple, short sentences. The procedures outlined for those classes that have copies of the book may be modified suitably.

8. LESSON PLANS FOR UNIT VI

Unit VI comprises pages 25-30 of *All Aboard* and pages 35-40 of *Beginning Days*. This unit carries forward the use of serial pictures, both with and without text. It provides activities for developing various fundamental reading techniques. It continues work with rhymes and discrimination of initial word sounds. It provides for a check on speech habits. It introduces the printed single word. It

includes a number of relatively small pictures to develop ability to interpret them.

The main topics introduced in this unit are the following:

1. Holiday festivities in the home.
2. Children as helpers in the home and school.
3. Construction projects; use of tools.

The teacher will find many suggestions in Chapter II for enriching the work with this unit. She should note especially the references in Appendix I under the following headings:

About Children and Child Life
 About School Life
 About Home Life, etc.
 About Nature, etc.
 About Dolls and Toys

Selected poems

- "Autumn Fires," by Stevenson, from *Silver Umbrella*.
 "Christmas Morning," by Roberts, from *Silver Umbrella*.
 "Cradle Hymn," by Luther, from *Silver Umbrella*.
 "Seven Times One," by Ingelow, from *Ring-A-Round*.
 "The Garden Year," by Coleridge, from *Ring-A-Round*.
 "A Visit from St. Nicholas," by Moore, from *Ring-A-Round*.
 "Acorns," by King, from *Ring-A-Round*.

Selected songs

- "A Valentine Song," from *Another Singing Time*, p. 6.
 "Easter Eggs," from *Another Singing Time*, p. 31.
 "Building an Airplane," from *Another Singing Time*, p. 38.
 "Dancing around the Christmas Tree," from *Another Singing Time*, p. 43.
 "Mister Jack-O'-Lantern," from *Sing a Song*, p. 8.
 "Busy Santa Claus," from *Sing a Song*, p. 24.
 "Christmas Eve," from *Sing a Song*, p. 52.
 "The Friendly Beasts," from *Songs for the Nursery School*, p. 67.
 "What the Turkey Says," from *Sing a Song*, p. 20.

Unit VI—Part 1**“ALL ABOARD,” PAGES 25-30*****All Aboard*, page 25****Introductory activities**

If the season is appropriate, conversations about Halloween may precede the use of *All Aboard*. If Halloween is too remote, a general discussion of holidays and the usual method of celebrating each may take place. Whatever the discussion, however, some mention of a jack-o'-lantern should be made, and the teacher should make sure that the children know what it is.

Basal procedure

The children may tell the story shown in the pictures. In connection with the fifth picture, the teacher may ask, “What did the children almost forget?” After the sixth picture she may ask, “What will they do with the jack-o'-lantern next?” (Put a light in it; place it in the window; etc.)

In connection with the telling of the story the term triangle may be introduced with reference to the jack-o'-lantern's eyes and nose.

Enrichment activities

1. If the season is appropriate, a Halloween celebration may be planned.
2. The children may make pictures of jack-o'-lanterns. In this connection the terms *circle* and *triangle* may be used.
3. The children may tell how a jack-o'-lantern is made. They should observe the order of the steps in making a jack-o'-lantern as shown in the picture story, and they should be made to realize the importance of carrying out each of these steps in order.

If the season is not appropriate for making a jack-o'-lantern, plans for making some other object may be worked out. The important thing is, of course, to give the children practice in logical thinking and planning. If it is not feasible to make a jack-o'-lantern from a pumpkin, paper ones may be made out of orange and black paper.

4. Seeds from pumpkins may be dried and planted to give opportunity for observing plant growth. A sign may be made: "We planted seeds here. Please do not touch."

5. The children should continue with rhymes and initial word sounds.

6. Poems, songs, and stories may be presented. The poem "Autumn Fires" and the song "Mister Jack-O'-Lantern" from the lists for the unit would be suitable. This Halloween page may be used to introduce discussion, verse, and songs about all holidays and festivals. Songs, verse, and stories about Easter, Christmas, Thanksgiving, and other holidays are suggested in the lists for this unit.

Alternative activities

The teacher may adapt the Lesson Plan for page 25 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 26

Introductory activities

Teacher: Certain things usually go together. For instance, when we think of bread, we think of what? Yes, butter. When we think of shoes, we think of what? Yes, stockings. Tell us some other things that go together.

Basal procedure

Teacher: On the next page in *All Aboard*, we have pictures of things that go together. Look at page 26. In the first line what two things go together? Yes, the saw and the boards. What picture in that line does not go with the saw and the boards? Yes, the clock.

Under each of the pictures we have a word that tells us the name of the thing we see in the picture. What do you think the word is under the first picture? Yes, it is *saw*. What do you think the word is under the second picture? Yes, it is *boards*.

Proceed in the same manner with the remaining pictures on this page. Assist the children to enunciate each of the words carefully

and accurately. Do not work for word recognition on the part of the children.

Enrichment activities

1. The page may be re-used for additional practice in making auditory discriminations.

- a. The teacher may pronounce one word for each row of pictures, and the children may indicate the proper picture.
- b. The children may suggest a word to rhyme with each of the words on the page. Rhymes for *hammer*, *crayons*, and *paper* will probably not be found, and the teacher should tell the children that some words have very few rhymes.
- c. The pupils may find all the words on the page that begin alike. They may try to suggest other words beginning with the same sound. It is essential that all these activities be entirely oral. No piecemeal visual observation of words should be attempted at this time.

2. The teacher may prepare a card for each word on the page. The children may attempt to match these cards with the corresponding words in the book. The activity should not be an exercise in word recognition. A realization of likeness and difference is all that should be attempted at this time. The cards may then be placed on appropriate objects in the room. Artificial labeling activities should be avoided.

3. The single words on page 26 should be compared with the sentences on page 24, and the children should be made aware of the difference between a sentence and a word.

4. This page affords opportunities for noting errors in the pronunciation of words beginning with *s*, *b*, *p*, *d*, *n*, *c* (hard).

5. Long words and short words on the page may be pointed out by the children. ("*Hammer* is longer than *saw*.")

6. Additional holiday songs, poems, and stories may be introduced.

Alternative activities

The teacher may adapt the Lesson Plan for page 26 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 27**Introductory activities**

The teacher may show a large and preferably a colored picture of a house. The children may first discuss the picture as a whole and then name the various parts of the house. They should be given any help needed in accurately naming these various parts.

Basal procedure

Teacher: Our next page in *All Aboard* has pictures of parts of a house, but there are also other pictures which show things that are not parts of a house. Find page 27. Let us see if we can pick out all the pictures that do show parts of a house.

Look at the first row. Which picture shows a part of a house? What is it? Yes, it is a door. What are the other pictures in that row? Does either of them show a part of a house? What do you think the word is under each picture? Yes, the word is the name of the thing shown in the picture.

Look at the second row. Does any picture in this row show part of a house? What do you think the word is under each picture?

Now look at the third row. (For the rest of the page, follow procedure described above.)

Did you notice that all the words in the first row began with the same sound? Let us say them over and listen for that sound.

Proceed in the same manner with the words under the remaining pictures.

Enrichment activities

1. The pupils may suggest other words beginning with the same sound to add to each series.

2. Each child may make a picture to illustrate a word he has suggested. Later the teacher may print on each picture the word portrayed. As she prints the word, she may name to the child the letter with which the word begins. Thus, if a child has made a picture of a drum, the teacher may say, "Drum begins with a *d*." If it seems desirable, she may spell the entire word as she prints it.

The children should not be required, however, to learn at this time either the letters used or the spelling of any word.

Later the pictures may be assembled in groups composed of words beginning with the same sound. The basis of this classification should, of course, be entirely oral.

3. Page 27 affords opportunity to note the pronunciation of various words. The words on the page may be re-used for practice in making these sounds correctly and other words may be added. The teacher should watch particularly for pupils who have difficulty with *st* and *ch* and who substitute *nk* for the *ng* sound.

4. The teacher may say, "I am thinking of a word beginning with *d* (the sound)."

Child: "Is it dog?"

Teacher: "It is not dog."

Child: "Is it door?"

Teacher: "It is not door."

Child: "Is it doll?"

Teacher: "Yes, it is doll."

The child then thinks of a word and the teacher guesses.

Exercises of this type may be used to test the pupils' ability to pronounce the word sounds which give difficulty.

Alternative activities

The teacher may adapt the Lesson Plan for page 27 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 28

Introductory activities

Recall earlier discussions of pets and their homes.

Teacher: Have you ever made a home for your pet? How did you make it?

Basal procedure

Teacher: We have in *All Aboard* a story about some children who made a home for their pet. Let us see how they did it. The story is on page 28.

The children may tell the story from the pictures. The materials

used and the method of construction should be emphasized in the discussion of each picture. In connection with the last picture make sure that the children see that no means of closing the door has been provided. They may be asked to tell what these children have forgotten and what they must do to make the rabbit hutch satisfactory.

Enrichment activities

1. Using the pictures, the children may discuss the making of a rabbit hutch. The materials needed, the use to be made of each, and the order to be followed should be stressed. These plans may be printed on the blackboard by the teacher and read to the children.

2. If practicable or desirable, a home may be made for a classroom pet. Careful planning by the children should precede the construction. Much emphasis should be placed upon the best order for doing the work. If this particular constructive activity is not suitable, some other project may be undertaken in which the possibilities for planning are equally present. Committees may be appointed and listed on the blackboard.

3. The children may make pictures of pets or model them in clay.

4. The songs, "Building an Airplane" and "The Friendly Beasts," from the list for the unit could be sung.

Alternative activities

The teacher may adapt the Lesson Plan for page 28 of *All Aboard* as suggested on page 53 of the Manual.

***All Aboard*, page 29**

Introductory activities

There may be discussion of constructive activities in which the class has actually engaged. In this discussion emphasis may be placed upon the value of careful planning and the necessity of following one's plans once they have been determined.

Basal procedure

Teacher: Today we have another story of children who have made something. It is on page 29.

Look at the pictures quickly. Do they tell one story?

Now look at each picture carefully so that you can tell us what happened.

In order to determine to what degree the children get the total implication of the story, they may be asked, before they relate the entire story, to tell the mistake which the boy made.

Teacher: Now tell the story from the beginning.

What plans do you think these children made? What will the boy have to do?

Enrichment activities

1. The children may make chairs similar to those shown in the story. Committees may be appointed and materials listed. Plans and lists may be put on the blackboard, as:

Girls Who Will Sew

Mary
Jane
Betty

Boys Who Will Bring Hammers

Lester
George
Dick

2. Oral activities with words may be continued. These activities may include rhyming words, words that begin alike, compound words, and words pronounced by syllables.

Alternative activities

The teacher may adapt the Lesson Plan for page 29 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 30

Introductory activities

Teacher: We have learned that it is very important to have plans before we start to make anything. When we make plans, we tell what we shall do first, what we shall do next, what we shall do after that. (Referring to plans that have been made by the group, show how the plans always indicate the next step to be taken.)

Basal procedure

Teacher: In *All Aboard* we have pictures of children who are making things and doing things. Let us look at those pictures. They are on page 30.

What is the boy in the first picture doing? There is a question under the picture. It says, "What will he do next?" Can you answer the question?

The teacher should proceed in the same manner with the remaining pictures on the page. The teacher should not imply that the children in the pictures have forgotten something but rather that the pupils are to predict what the next step should be.

The teacher should demonstrate to the children that the questions under each pair of pictures sound almost the same and look almost the same. The children should tell the word which is different in each. With some groups this step should be entirely oral. Other groups, without focusing attention on word recognition, may be able to point out the visual dissimilarity in each pair of questions.

The children may look for another question that says exactly the same thing as the question designated by the teacher. They should locate the duplicate question primarily by referring to the pictures, although some children may make comparisons of the printed words.

Enrichment activities

1. A central theme may be set up, such as going to bed, getting ready for a picnic, coming to school. Each child may make two pictures in connection with the theme, one showing the thing to be done first, the other, the next step to be taken.

2. Varied oral experiences with *first*, *next*, and *last* may be given.

3. A little rhyme may be said in unison with accompanying gestures:

Let your hands so loudly
 Clap! Clap! Clap!
 Let your fingers briskly
 Snap! Snap! Snap!
 Then fold your hands

And close your eyes
And quiet be.

Now roll your arms,
So wide awake!
Let your fingers quickly
Shake! Shake! Shake!
Then fold your hands
And close your eyes
And quiet be.

Quickly climb the ladder,
Do not fall,
Till at last you reach
The steeple tall.
Then fold your hands
And close your eyes
And quiet be.

4. The teacher may repeat parts of sentences with obvious endings for children to complete, such as, "When I go to the store, I always take my—(pocketbook)." "When I eat my cereal, I pour on some—(cream, milk)."

Alternative activities

The teacher may adapt the Lesson Plan for page 30 of *All Aboard* as suggested on page 53 of the Manual.

Unit VI—Part 2

"BEGINNING DAYS," PAGES 35-40

***Beginning Days*, pages 35-40**

The material on pages 35-40 of *Beginning Days* is designed to give practice in picture interpretation and to give further experience with printed text. As in the preceding unit, no attempt should be made to teach the children to read the printed material. Through contact with printed text, the children will enlarge their conception of what reading is and does.

The teacher should continue to demonstrate the left-to-right direction of reading. She should show the children that a sentence may occupy more than one line, and how the return sweep is made from the end of one line to the beginning of the next.

Introductory activities

Teacher: It is fun to make things, isn't it? When you make a thing, you must plan what you are going to do. What are some of the things we have made? How did we plan for them?

Basal procedure

Teacher: Today we are going to read a story about two boys who made something. The story begins on page 35 and ends on page 40. Will you find page 35?

What is happening in this picture? Can we tell from the picture what the names of the boys are? No, we shall have to read the sentence. Now we know the names of the boys.

In this sentence there were two lines. I will show you how to read when you have more than one line in a sentence. (The teacher should demonstrate with text printed on the blackboard the correct eye movement in reading a sentence of more than one line. The children may make the sweep from left to right and from the end of the first line to the beginning of the second.)

Now let us turn to page 36 to find out what will happen next in the story. The picture will tell us, and the sentence will tell us. What does the picture tell us? I shall read the sentence for you. Where shall I begin to read?

Turn to page 37. What are Billy and Bob doing in this picture? Shall we read what the sentence says? How many lines has this sentence?

Let us see what the picture on page 38 tells us. I shall read the sentence to you.

What question were you asked in this part of the story? Can you tell what is wrong?

On page 39 the sentence tells us just what the picture tells us. I shall read the sentence for you.

What page should we turn to next?

The teacher should allow ample time for the children to admire the playhouse and to discuss the building of the playhouse.

Teacher: Now I shall read the last sentence. Would you like to read the sentence with me? Did you start at the left?

Enrichment activities

1. The teacher may suggest to the pupils that they "read" the story with her. They may turn back to page 35 and look at the text of each page. The teacher may read the sentences aloud, permitting the children to join in the reading if they wish to. They may indicate the beginning of the sentence and the end of each sentence.

2. The children may make a playhouse or a dollhouse. Before beginning any construction, they should make careful plans. Using the pictures as a source of information, the children may determine the materials needed, the procedure to be followed, and the order in which the various steps should be followed. Their suggestions may be edited, printed on the blackboard, and read to them. The blackboard text should be used frequently for reference during the construction.

3. To continue the work in ear training, the children may listen for the words in the story which end in *ing*, as *sawing*, *hammering*, *putting*, *something*, and *making*.

4. Poems, songs, and stories may be presented. (See page 123 and Appendix I for suggestions.)

Alternative activities

The teacher may prepare a simple story, using pictures and descriptive text. The left-to-right direction of reading should be stressed.

9. LESSON PLANS FOR UNIT VII

This unit comprises pages 31-36 of *All Aboard* and pages 41-48 of *Beginning Days*. It carries forward to the final reading readiness stage various skills underlying reading, such as the technique of observing words, moving along sentences from left to right, making

the return sweep, using text and pictures together to get an idea or a whole story, sensing the initial and final sounds of words. The children are not expected, however, to learn any of the printed words or to do any actual reading of sentences.

The circus is the main theme of Unit VII. Circus animals are introduced, and stories about animals are appropriate. A spirit of jollity should pervade this unit, thus leading the children to the point of actual reading, in the next stage, in a happy frame of mind.

Chapter II includes many suggestions for enriching the work with this unit. During the work with it the teacher should be especially alert in noting the pupil's ability to handle the various activities. The more interest and ability he shows, the more assurance the teacher may have that he is ready to read.

Books, pictures, songs, games, nonsense verse, and stories which sustain the spirit of fun and humor will be particularly appropriate. Note especially the books listed under the following headings in Appendix I:

ABC Books

Mother Goose and Nursery Rhymes

About Animals

About Dolls and Toys

About the Circus and Picnics

Selected poems

"Mary Middling," by Fyleman, from *Silver Umbrella*.

"Circus," by Farjeon, from *Silver Umbrella*.

"Wild Beasts," by Stein, from *Ring-A-Round*.

"The Owl and the Pussy Cat," by Lear, from *Ring-A-Round*.

"The Lion," by Belloc, from *Ring-A-Round*.

"The Plaint of the Camel," by Carryl, from *Silver Pennies*.

Selected songs

"Animal Crackers," from *Sing a Song*, p. 28.

"A Funny Song," from *Another Singing Time*, p. 3.

"Why Not," from *Another Singing Time*, p. 46.

"Timothy Tim-o," from *Sing a Song*, p. 17.

"This Old Man," from *Songs for the Nursery School*, p. 83.

"The Bear Went over the Mountain," from *Songs for the Nursery School*, p. 40.

"Circus Song," from *Songs for the Nursery School*, p. 42.

"Sally, Go Round the Moon," from *Songs for the Nursery School*, p. 81.

Sound motion pictures

Sawdust Sidelights (Bell and Howell) could be used with this unit.

Unit VII—Part 1

"ALL ABOARD," PAGES 31-36

All Aboard, page 31

Introductory activities

Teacher: Have you ever been to a circus? Tell us what you saw there.

Basal procedure

Teacher: In *All Aboard* we have pictures of animals which we see at a circus. Let us see how many of them we can name. They are on page 31.

The teacher should read to the children the question under each picture. She should make them clearly understand that she is reading, not merely asking the question. As each animal is named, the children should be encouraged to talk about it. The teacher may print on the blackboard the name of each animal in the same arrangement in which the pictures appear. Later she may read these names to the children so that they may be aware that the written record corresponds with the pictures.

The teacher should demonstrate to the children that all the questions sound alike and look alike.

Enrichment activities

1. A child may describe one of the animals without naming it. He may conclude his description with the question, "What is this?" Other children may give the answer.

The activity may be varied by the use of a card on which the teacher has printed "What is this?" When the child reaches the proper point in his oral description, he may hold up the card instead of asking the question verbally. The printed card should be used as a signal rather than as a means of forcing word recognition.

2. The children may make pictures of circus animals.

3. Poems, stories, and songs may be introduced. (See pages 135-136 and Appendix I.)

4. Activities with rhyming words, words beginning with the same sound, and blending of word sounds should be continued.

Alternative activities

The teacher may adapt the Lesson Plan for page 31 of *All Aboard* as suggested on page 53 of the Manual.

***All Aboard*, page 32**

Introductory activities

The teacher should recall the discussion of circus animals.

Basal procedure

Teacher: Our next page in *All Aboard* has pictures of circus animals. In each row some of the pictures will show the same animal. One or two of the pictures in the same row may show a different animal. Let us look at them. These pictures are on page 32.

In each series the pupils are to find the pictures which show the same animal. Degrees of likeness and difference among the pictures may be brought out. Thus, in the first row there are three pictures of elephants. In two of the pictures the elephants are exactly alike and are in the same position. In the third, the elephant is facing in the opposite direction.

The children should observe that the word below each picture gives the name of the animal portrayed. In those cases where the animal is the same, the words are the same.

Enrichment activities

1. Children may pantomime the actions of one of the animals on the page. Other children may guess the animal pantomimed.

2. The children may be led to see distinguishing features in each word and points of difference among the words in each line. Thus, they may notice that *elephant* is a longer word than *camel*. They may observe that it not only looks long but takes longer to say. They may notice that the word *monkey*, like the animal itself, has a tail (*y*), that the giraffe is very tall and that *giraffe* has tall letters, etc. These activities should be completely informal and should direct the children toward noticing distinguishing characteristics of words rather than toward specific word recognition.

After a few illustrations the teacher should let the children make their own observations and she should not try to force her ideas upon them.

3. The children may suggest other words beginning as the names of the animals.

4. The children may play the following game together in pairs. One child may look at a row of pictures for a moment. Then the other child may cover a picture with a rectangle of paper and ask his partner to recall what is in the picture hidden by the paper.

Alternative activities

The teacher may adapt the Lesson Plan for page 32 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 33

Introductory activities

The children may continue their discussion about the circus.

Basal procedure

Teacher: We have another story about the circus today. Look at all the pictures on page 33.

When the children have finished their examination of the pictures, but before they relate the story, the teacher should ask them to tell what they think happened next.

Teacher: Now tell us the whole story. Be sure you tell each thing just as it happened. Which ending do you like best?

Enrichment activities

1. The children may make pictures about the circus.
2. They may make pictures to show how the story might end.
3. They may dramatize the story, adding one of the suggested endings.
4. Activities with rhyming words and words that begin with the same sound should be continued.

Alternative activities

The teacher may adapt the Lesson Plan for page 33 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard*, page 34*Introductory activities**

Teacher: Many funny things happen at the circus. What do we call the men who do funny things? What have you seen clowns do?

Basal procedure

Teacher: In *All Aboard* we have a funny story about a clown. Look at all the pictures and tell what you think will happen next.

Now tell the story from the beginning. Be sure that you tell each thing in the order in which it happened.

Enrichment activities

1. The children may dramatize or pantomime the tricks of clowns.
2. The children may make clown costumes. As the circumstances warrant, the costumes may be complete or partial—a funny hat, a false face, a clown suit.

Alternative activities

The teacher may adapt the Lesson Plan for page 34 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard*, page 35*Introductory activities**

The teacher should recall some of the previous rhyming activities and activities with initial sounds.

Basal procedure

The pupils may name the object shown in each picture.

They may then re-examine each row and find the words which begin alike. In the second and last rows none of the words begin with the same sound, and the children should note this. They may suggest other words which begin with the same sounds as do the words given.

Teacher: I am going to say a word to which you must listen carefully. When you are sure you have heard the word, you may look for a picture of something that has a name which rhymes with the word I have said.

I shall say *rake*. Look at the first row of pictures and see if you can find something that has a name which rhymes with *rake*. Yes, it is *cake*.

Now look at the next row. Can you find something that has a name which rhymes with *mouse*?

The teacher should proceed in the same manner with the remaining rows of pictures. The words to be spoken by her are *rain* and *hide*. All this work should be entirely oral.

Enrichment activities

1. The page may be re-used in the same manner as was suggested in the basal procedure, the teacher pronouncing different words. For this re-use the children may find the rhyming word for each of the following words pronounced by the teacher: *rat, bee, duck, dish, now, down, coat, house*.

2. The teacher may prepare cards for four or five of the words on the page. She may show one of these cards and ask the children to find the printed word that looks just like it. She may then do the same with the other cards she has made.

3. The children may take the cards which the teacher has made and match them to the printed words in the book. Not all children will succeed in doing this, as the visual discriminations involved are more complex than those required by the preceding activity.

4. The teacher may pronounce each word on the page, breaking the word up into its two chief component sounds, as, for example,

c-ake, cl-own, tr-uck, f-ish. The pupils may give the normal pronunciation of each word. Later some of the words may be still further broken up, as *c-a-ke, cl-ow-n, f-i-sh*, and the pupils may blend these sounds into the word.

Alternative activities

The teacher may adapt the Lesson Plan for page 35 of *All Aboard* as suggested on page 53 of the Manual.

All Aboard, page 36

Basal procedure

This page provides experience in auditory discrimination. The teacher is to pronounce one word for each row, and the children are to find and designate the corresponding picture. The words to be pronounced by the teacher are: *cat, truck, pear, pen, hair*.

The page may be reviewed, the teacher using other series of words: *cow, duck, pig, hen, chicken; rat, hen, boy, hay, horn; rose, house, bear, pan, chair*.

Enrichment activities

1. The pupils may find the rhyming words in each row. They may suggest other rhyming words.
2. They may find in each row the words that begin alike. They may suggest other words beginning in the same way.
3. They may say again the words in each row and try to designate what is different about the words that have sounds in common.
4. They may find all the animals, all the things that are good to eat, something that smells sweet (rose), something to sit on, something that likes to swim, etc.
5. The teacher may break up the words on the page into two or more sounds, and the pupils may give the normal pronunciation of each word.

Alternative activities

The teacher may adapt the Lesson Plan for page 36 of *All Aboard* as suggested on page 53 of the Manual.

Unit VII—Part 2

“BEGINNING DAYS,” PAGES 41–48

***Beginning Days*, pages 41–48**

The theme of this story is less common than those of the preceding stories, and the children are required to project themselves beyond firsthand experience.

Introductory activities

A discussion about the circus may precede the reading. The teacher should make sure that the children have the concepts needed for understanding the story. If *All Aboard* is used, the circus pictures in it may be discussed again.

Basal procedure

Teacher: Our new story begins on page 41. Find page 41.

Sometimes the first page of a story gives us an idea of what the story is about. What do you think this story will be about?

Let me read the sentence for you. Does it tell you anything you did not find out from the picture?

Turn to page 42. Is there something you cannot find out without reading the sentence? What is it? Yes, to find out the names of the boys we must read the sentence. I will read the sentence for you.

Now let us look at page 43. Can you tell who this man is? We will read the sentence to find out who the man is. What do you think the circus man said to Bill and Tom?

Look at page 44. What is happening? I shall read the sentence for you. What did the sentence tell you that you could not find out from the picture? Can you guess why the boys are carrying water for the elephant?

What does the picture on page 45 tell you? I shall read the sentences for you. Can you guess now why Bill and Tom worked and worked? The next page will help you guess why.

Turn to page 46. I shall read the sentence. Now we know why Bill and Tom worked so hard. They wanted to see the circus.

Look at page 47. What is happening? I shall read the sentence to you. Did the sentence tell you something that you could not find out from the picture?

Turn to page 48. Oh, see what the elephant is doing! There is a question for you at the bottom of the page. I shall read it for you. What do you think will happen next?

The teacher may let the class choose two or three acceptable conclusions. She may print these on the blackboard, editing them tactfully. She may read them to the class.

Enrichment activities

1. Various children may tell the story again, completing it as they wish. This may be done both with and without the book. Children may take turns in telling the story. Thus one child may begin the story; another child may tell what happened next; a third child may tell what happened after that, and so on.

2. The children should tell about their own experiences at the circus. The group may compose a co-operative story about the circus.

3. The children may draw pictures to show how the story might end. The teacher may assist each pupil in composing suitable text. The text may be printed at the bottom of the picture.

4. Miniature circuses and circus pictures may be made. The teacher will find that a wide variety of plans and activities will develop from the circus story, since this is a theme which children enjoy.

5. The pupils may suggest words relating to the circus, as *clown*, *elephant*, *monkey*, etc. The teacher may print these words on the blackboard, pointing out as she does so the left-to-right movement. It is important that children learn to survey words, as well as sentences, in the proper direction. Sentences containing the suggested words may be printed on the blackboard, and the teacher should demonstrate the difference between a sentence and a word. The teacher may read some of the sentences word by word to let the children see that a sentence is made up of words.

6. The stories in *Beginning Days* and other books may be reviewed.

Alternative activities

The teacher may prepare an incomplete story of text and pictures.

The story should be of about the same complexity as the circus story on pages 41–48 of *Beginning Days* and should involve highly interesting dramatic material. The teacher may modify the procedures outlined on pages 142–143 to meet the needs of her class.

10. LESSON PLANS FOR UNIT VIII

Teachers who are not using *All Aboard* should read the directions for Unit VIII. Activities similar to those provided in *All Aboard* may be developed by adapting the Lesson Plans given for Unit VIII and by using a desk copy of *All Aboard* with the pupils in small groups. Able pupils may, however, begin at once with the Pre-Primer, *Off We Go*. In any case, the suggestions for repeating the Reading Readiness Tests should be noted. These appear in Chapter I of the Manual for *Off We Go* and *Now We Go Again*.

Unit VIII comprises pages 37–48 of *All Aboard*. Unlike Units I–VII, it includes no assignment to *Beginning Days*.

Unit VIII offers materials which introduce the child to specific word recognition and actual reading. In the preceding units attention has been directed particularly to the comprehension aspects of reading and the gross techniques—following a story, keeping a sequence of ideas in mind, predicting outcomes, moving the eyes from left to right, making the return sweep to the beginning of a new line, perceiving likenesses and differences, etc. In Unit VIII an attack upon the mechanical aspects of reading is made, without, however, losing sight of the thought-getting abilities which have been already developed.

Fourteen words are introduced in Unit VIII. These words are to be learned as sight words. Abundant repetition of each word is given, so that the child can learn all words in the actual process of reading. The text is organized in a variety of ways—simple labeling (page 37), work-type material (page 39), story material (pages 41–43), and material for completion (page 45). This organization insures from the beginning a flexible and well-rounded use of reading skills.

The fourteen words introduced in Unit VIII are as follows: *Jim*, page 37; *and*, *Judy*, page 38; *rides*, page 39; *father*, *mother*, page 40; *away*, *too*, page 41; *Tags*, *went*, page 42; *faster*, page 43; *to*, page 45; *calf*, *horses*, page 47. The total number of running words in pages 37-48 of *All Aboard* is 178. No word is used less than four times, and the average repetition is 12.71. Of the twelve pages of text three pages contain no new words; four pages contain one word each; and five pages present two words each.

The individual child's success with this unit will give the teacher important clues to his readiness for reading. Attitudes and ability to learn should be appraised, rather than accurate and complete mastery of every word taught. All the words of this unit reappear in the Pre-Primer, *Off We Go*, and this fact gives the child a feeling of security and success in his first encounters with the new book when *Off We Go* is introduced. Suggestions for adapting this unit to the needs of slow-learning or immature children are given in the enrichment activities.

It will be recalled that two sets of *The New Work-Play Standardized Reading Readiness Tests* are provided—one in the Preparatory Book to accompany the Pre-Primer, *Off We Go*, and another in the Preparatory Book to accompany the Primer, *Jim and Judy*. If one set was used in the early stages of the pre-reading period, the other may be used at any time during or following the work with Unit VIII of *All Aboard*. Thus the teacher has a double check on the child's ability to proceed with regular pre-primer work, namely, the ability he shows in the lessons in Unit VIII, which are really pre-primer lessons, and the ability he shows on the tests. If he does fairly well in learning the words and doing the other activities introduced in Unit VIII, he should be able to go ahead successfully with the Pre-Primer, even if he does not get a very high score on the Readiness Tests. If his score on the Readiness Tests is above average, he is likely to improve as he gets into the Pre-Primer; if, on the other hand, he does not learn to recognize the words introduced in Unit VIII very successfully, his future prospects are less clear. Often children start slowly but "catch on" very well a little later. The higher his score on the Readiness Tests, the more likely

he is to "get going" well later. No absolute rule can be given for the teacher's guidance if for no other reason than the fact that some teachers are more skillful with such children than are other teachers. The size of the class, the quality and quantity of material available, and other factors affect children's learning. The teacher whose class is provided with the Preparatory Book for the Pre-Primer, for example, has an advantage over the teacher whose pupils are not supplied with this book. The activities of Unit VIII and the scores of *The New Work-Play Reading Readiness Tests* will help the teacher in any situation to learn to judge more accurately which children should go ahead with the Pre-Primer and which should continue for a time with activities of the reading readiness type. In case of doubt the teacher may proceed with the Pre-Primer program tentatively and experimentally.

Unit VIII—Part 1

"ALL ABOARD," PAGES 37-39

All Aboard, page 37

Introductory activities

Teacher: How many of you can read your name? (The teacher may have ready on the blackboard or on cards the names of the children in the reading group.) Whose name is this? (She points to a name on the blackboard or holds up a card.) Whose name is this? (She continues until all who are able to read their names have done so.)

Would you like to know the name of one of the boys we have seen in our books?

Basal procedure

Find page 37 in *All Aboard*. We know this boy but we do not know his name, because we cannot learn a person's name from a picture alone. On this page a word is printed under the picture. Do you see the word? Put your finger on it. The word tells us the boy's name. I shall read it for you. (If one of the children is named

Jim and can read his name, the teacher may call upon him to read the word.)

When I read I looked at the word this way. (The teacher turns her book so that page 37 faces the children and demonstrates with her finger the left-to-right eye movement.) Now you read the word with me. Be sure to look at it as I did. Next, each child may read the word alone.

In the picture, where is Jim? How many ponies do you see? What does this man do? What is Jim going to do? Have you ever had a ride on a pony? Tell us about it.

Enrichment activities

1. The teacher may have ready on gummed labels the typewritten or printed word *Jim*. Each child may draw a picture of Jim. As each picture is completed, the maker may paste below it the word *Jim*.

2. The teacher may place *Jim* with the children's names on the blackboard or on cards. As each name is shown, the owner may read it; when *Jim* is reached, all may read it.

3. Children who have shown an inclination to write may write *Jim*.

4. The children may find other pictures of ponies. A bulletin-board exhibit of these pictures may be made.

5. If the community offers opportunity for pony riding, the children may visit the corral. The keeper may be invited to talk to the class about ponies.

All Aboard, page 38

Introductory activities

Teacher: Do you think Jim will go for his pony ride alone? We can find out by looking in *All Aboard*. The page on which we learned Jim's name was page 37. What will the next page be?

Find page 38.

Basal procedure

Teacher: Whom do you see? What is the girl's name? We shall

have to read to find out. Look at the printed words. Do you see Jim's name? Show it to me. You may read it with me, and I shall read you the other words.

Now what is the girl's name? Yes, it is *Judy*. When I read the words I looked at them in this way. (The teacher turns her book toward the children and demonstrates the eye movement through the words and across the line.) We look in that way at everything we read.

You may read the words with me. Be sure to look at them as I did. Each child may have a turn to read the words alone.

Show me the word that says *Jim*. The next word is *and*. Show me the word that says *Judy*.

What are Jim and Judy doing in this picture? What do you think they are saying to the man? What will they do next?

Enrichment activities

1. The children may review pages 37 and 38. They may compose an oral story about the two pages. The teacher may edit this story, print it on oak tag or on the blackboard, and read it to the children. The children may find the words *Jim*, *and*, *Judy* wherever one of them occurs in the story.

2. The children may draw pictures of Jim and Judy. Each child may label his picture with an appropriate label prepared by the teacher.

3. The teacher may have ready on cards or on the blackboard the words *Jim*, *Judy*, *and*. These may be shown or pointed out to the children in various orders, and individual children may say each word as it is indicated. A child who is very sure of the words may be allowed to act as "teacher" after the exercise is under way.

4. The teacher may prepare a sheet of drawing paper for each child. At the bottom of each sheet she may print one of the following captions: *Jim*, *Judy*, *Judy and Jim*, *Jim and Judy*. She may distribute the sheets and instruct each child to draw what he finds printed at the bottom of his paper. Later the pictures may be exhibited, the captions read, and the content of the picture compared with the caption.

5. The teacher may print on the blackboard, one beneath the other, the words *Jim*, *Judy*. The children may be encouraged to observe these words and tell what is alike and what is different in them. They may notice that both words begin alike, that *Judy* is longer than *Jim*, that *Jim* has only one tall letter while *Judy* has two, that the last letter in *Judy* goes below the line, and other characteristic features. The letters which compose the words may be named, if the teacher so desires, but no effort should be made to have the children learn to spell the words, and no extended drill on isolated letters should be undertaken at this time.

6. The teacher may pronounce the words *Jim*, *Judy* aloud and help the children to hear that both begin with the same sound. If the children are familiar with other names beginning with this sound (as Jack, Jean, Jones), they may be asked to say the names and compare them with *Jim* and *Judy*.

All Aboard, page 39

Introductory activities

Teacher: Let us see if we were right when we guessed that Jim and Judy would go for a ride on the ponies.

Our last page was 38. What will the next page be?

Basal procedure

Teacher: Open your books to page 39. What do you see in the big picture at the top of the page? We were right in our guesses, weren't we?

Who can read the words under the picture? Each child may read them.

There are other pictures on this page. Which one shall we look at next? What do you see in the first picture? What does Jim do in this picture? Yes, Jim rides. Some words under the picture tell us that, too. Sometimes we find words that do not tell us about the picture. We have to read those words too and then decide which words are right. Let us look at the first line under the picture. How shall we look at it? It says *Judy rides*. You may read it with

me. Does the first line tell us about the picture? No, we do not see Judy in the picture. Can anyone read the second line? (If no child can read it, the teacher should read it to the children.) Does the second line tell about the picture?

Which words are right then? Yes, the words in the second line. Read the words that tell about the picture. Read those that do not tell about the picture.

Let us look at the next picture. Where is it? What do we see? Read the words in the first line under the picture. Do they tell about the picture? Read the next line. Does that tell about the picture? Which words are right? Read the words that are right. Read the words that are wrong.

The same procedure may be followed with the third and last picture.

Enrichment activities

1. The children may tell about various ways of riding. Later each child may draw a picture showing a way of riding.

2. The teacher may prepare drawing paper with one of the following captions on each sheet: *Jim rides, Judy rides, Jim and Judy ride, Judy and Jim ride*. These sheets may be used in the manner suggested in Enrichment Activity 4 for page 38 of *All Aboard*. (See Manual page 148.) The teacher should encourage the children to read their captions silently rather than orally before they begin to draw, in order that they may become acquainted with silent reading. However, a child who cannot read silently should be permitted to read orally in a low tone to the teacher.

3. The teacher may pronounce the word *ride* orally and help the children to hear the beginning sound. She may pronounce such combinations as *ride, read; ride, run; red, ride; round, ride; ride, kitten; ride, Judy*; and have the children notice which pairs begin alike and which do not. She may call attention to the final sound of *ride (ide)* and pronounce such words as *ride, hide, side, red, round, Jim*, having the children tell which of these words sound alike or rhyme.

Unit VIII—Part 2

"ALL ABOARD," PAGES 40-43

All Aboard, page 40

Introductory activities

Teacher: Who are in your family? Most boys and girls have a father and a mother. Jim and Judy have a father and a mother, too. Would you like to see them? Their pictures are in *All Aboard*.

Basal procedure

Teacher: The last page we read was page 39. What will the next page be? (If the children are not likely to know the number 40, the teacher should tell them and write the number on the blackboard.)

Who do you think these people are? Yes, they are Mother and Father. The words under their picture tell us who they are. What do you think the words say? Yes, they say *Mother and Father*. Let us read the words together. Be sure to look at them in the right way.

Where is the word that says *Mother*? Where is the word that says *Father*?

What are Mother and Father doing? Where do you think they are going?

Let us read the words again.

Enrichment activities

1. The children may bring to school snapshots of their parents. The teacher may prepare labels for these pictures, as *John's father*, *Mary's mother*, *Helen's mother and father*. A bulletin-board exhibit of these labeled pictures may be made.

2. The teacher may prepare gummed labels with the typewritten or printed words, *Father*, *Mother*, and *Mother and Father*. The children may find in old magazines pictures of a man, a woman, and a man and woman. They may select from the labels prepared by the teacher the appropriate caption for each of their pictures. The

pictures may be mounted and displayed or pasted in scrapbooks.

3. The teacher may have ready on cards or on the blackboard the words that the children have met up to this point (*Jim, Judy, and, rides, Mother, Father*). The children may read the words as the teacher shows each one or points to it.

4. New combinations of the words learned may be put on the blackboard for the children to read, as, *Mother and Jim, Mother and Judy, Father rides, Judy and Father ride, Mother and Father ride*. These phrases and sentences may be used as directions for drawing as suggested in Enrichment Activity 4 for page 38 of *All Aboard*. (See Manual page 148.)

***All Aboard*, pages 41-43**

Introductory activities

Teacher: Where did we think Father and Mother were going? Let us look at *All Aboard* and see whether we were right.

Basal procedure

Teacher: We saw Mother and Father on page 40. What is the next page? Find page 41.

What do you see in the picture? Were our guesses right? Look at the story under the picture. Who can read the first line? Read it to yourselves first. Now someone may read it aloud to us all.

Yes the first line says, *Father rides*. We call words that go together as those do a *sentence*. Let us read to ourselves the next sentence. Show me where it begins. Show me how you will read it. Now look at it and read to yourselves, without making a sound, all the words that you know. (Allow time for silent reading.)

You knew the first two words but you did not know the last one. Let us read together all the words that you know. The last word is *too*. Let us go back to the beginning of that sentence and read it right through to the end. Where is the beginning of the sentence? Now let us read.

Look at the next sentence. Where is it? You know all the words in that sentence except the last one. Read to yourselves all the

words that you know. Now let us read together all the words that you know. (Allow time for oral reading.) The last word is *away*. Now let us go back to the beginning of the sentence and read it together.

What did the story tell us?

Let us go back to the beginning of the story and read it together. Where does the story begin? Now let us read it right through from the beginning to the end. Each child may read the whole story alone.

Whom do you see in the picture besides Father and Mother and Jim and Judy? Yes, their little dog. What do you suppose his name is? The next page will tell us. Turn the page.

Look at page 42. What is happening? The first sentence of the story says, *Away went Tags*. You may read it with me. Now we know the little dog's name. What is it? Read the first sentence again.

Now read the next sentence to yourselves. Does anyone know what it says? (If no child can read the second sentence, the teacher may read it to the children and have them read it with her.)

Now let us read the last sentence. Where does it begin? Read it to yourselves first. Now someone may read it to us. Let us read it together.

Let us go back to the beginning of this page. Let us read the whole story together.

Why did Tags run after the car? Why did Jim and Judy try to catch him? Has your dog ever run after a car? What did you do?

Do you think Jim and Judy will be able to catch him? Let us look at the next page, page 43. Will they catch Tags?

Let us see what the story says. I shall read you the first sentence. (The teacher reads.) Now read it with me.

Look at the next sentence. Where does it begin? Read it to yourselves. Someone may read it aloud. Let us read it together.

Read the last sentence to yourselves. Who can read it to us? Let us read it together. Now let us go back to the beginning of this page and read the whole story together.

Let us go back to page 41, where we saw Mother and Father starting off in the car. Let us read all three pages together.

Enrichment activities

1. Individual children may take turns reading a page from the story on pages 41-43.

2. The children may tell the story orally without referring to their books.

3. The words which have been introduced up to this point (*Jim, and, Judy, rides, Father, Mother, too, away, went, Tags, faster*) may be reviewed by means of cards or blackboard lists.

4. New combinations of the words learned may be printed on the blackboard or on oak tag for the children to read. The following are suggestive only:

Mother went away.

Jim went away.

Away went Jim and Judy.

Jim rides away.

Jim rides faster.

Away went Father.

Tags rides, too.

Mother and Judy went away.

Jim and Tags ride.

Judy rides and rides.

5. Each child may choose one of the sentences given above and use it as the subject of a picture. Only the teacher knows the sentence chosen. For purposes of identification, she may print the sentence chosen on the back of each child's drawing paper. When the pictures are completed, they may be shown, and the class may guess the sentence that each picture portrays.

6. Words learned may be compared as to likenesses and differences, and scrutinized for significant features. The children may note that *Father* and *Mother* are different in the two first letters but alike in the other letters; that *Father, Mother, faster* end alike; that *too* has two letters which are just alike; that *Tags* has a "tail" (the *g*). These exercises in observation and comparison should not develop into attempts to learn phonograms or spelling.

7. The children may listen to the words *Father* and *faster* and notice that both words begin with the same sound. They may suggest other words beginning with this sound. They may listen to *Tags* and *too* and notice the similar beginning sound in both. *Jim* and *Judy* may be reviewed for the same purpose. They may note the *er* at the

end of *Father*, *Mother*, *faster*. Some children may be able to detect the *th* sound in *Father* and *Mother* and the sound of *w* in *away* and *went*. The point must be emphasized that all activities like those suggested here should be entirely oral and auditory; no attempt should be made at this time to have children *see* letters or phonograms in words or to use phonics for working out words.

8. A storytelling period may be planned in which each child tells an anecdote about his pet. Some of these stories may be taken down by the teacher, edited, and printed on oak tag. Later they may be read to the children.

9. The story on pages 41–43 may be dramatized or pantomimed.

10. Safety rules may be discussed.

Unit VIII—Part 3

"ALL ABOARD," PAGES 44–46

***All Aboard*, page 44**

Introductory activities

This page serves as a review and check on the proper names which have been learned up to this point. The children who have not learned to recognize these names are probably too immature for actual reading. Their experiences with printed material should be interrupted and they should have further activities of the kind provided in Units I–VII.

Teacher: We have seen a good many pictures of Jim, Judy, Father, and Mother. I think you will know them and their names whenever you see them. Would you like to look at other pictures of them and to read their names again?

Basal procedure

Teacher: Find page 44. Whose picture is first? What is Jim doing? What is the word under his picture?

Where is the next picture? Whom do you see? What is Judy doing? What is the word under her picture?

A similar procedure may be followed with each of the other pictures and words.

The teacher may have ready a strip of tag board cut to the width of the page and deep enough to cover the pictures. She may cover each row of pictures in turn and have the children come to her individually and read the words while the pictures are covered. At this time she should appraise carefully the interest and the ability of each child.

Enrichment activities

1. The children may make picture dictionaries of the proper names. They may draw a picture of each character (including Tags) and label it with a word typewritten or printed by the teacher on a gummed label. A supply of the labels should be prepared beforehand, so that each child may select from the collection the appropriate label for each of his pictures. The pictures may then be bound together with brass paper fasteners or with rings in such a way that later dictionary pages may be added.

2. If a discarded or damaged copy of *All Aboard* is available, games may be made from its pictures and text. The pictures on page 44 may be cut out and mounted on cardboard. The name corresponding to each picture may be pasted on the back of the cardboard. One child may test another by showing him the word on the back of the card, asking him to name it, then showing the picture on the other side as a check.

3. Pictures and text on other pages (as pages 41, 42, 43) may be cut apart and mounted separately on cardboard. The picture should be mounted on a piece of cardboard approximately the size of a page in *All Aboard*, the text on a smaller piece. The children may take pictures and text and put them together.

4. Materials like those on the lower half of page 39 and those on pages 46 and 48 may be utilized in another way. Each picture should be mounted separately on a good-sized piece of cardboard. The text should be cut apart in sentences (or, in the case of page 48, in words) and mounted on separate strips of cardboard. Each picture and its accompanying text may be placed in a separate envelope or box. The children may select from the materials of a set the picture and text which go together. In preparing all materials of this kind, the

teacher should make sure that the strips of cardboard are large enough to insure ease of handling by little children.

All Aboard, page 45

Introductory activities

Up to this point all new words have been attacked in a reading context. With this page the teacher may see whether the children are ready to learn a new word apart from context and later to recognize the word in reading.

Teacher: We are going to read another story about Jim, Judy, and Tags. In that story we shall find many words which we have read before. Here are words which we have already read. (She prints on the blackboard and has the children read *Tags, went, Mother, Father, too, Jim, and, Judy, Away, faster.*) There is one word which we haven't seen before. It is *to*. We use *to* very often. You say, "I came *to* school this morning, I went *to* bed last night." Can you think of some things you say that have *to* in them? I shall write *to* on the blackboard for you. Watch me while I write. I shall begin over here (pointing to the left) and I shall go this way (moving to the right) just as I do when I read. (The teacher prints *to* on the blackboard.) What is the word I have just written? Yes, it is *to*. Take a good look at it, so that you will remember it. I shall leave it here so that you can look at it again if you need to do so while you are reading.

Basal procedure

Teacher: Find page 45. What do you see in the first picture? What is Mother cooking? What is Tags doing? What do you think he wants? Now look at the sentence under the picture. Read it to yourselves. What does the story say? Show me the word *to*.

The same procedure may be followed with the next four pictures, all of which are accompanied by printed text.

Teacher: Now look at the last picture. What do you see? Is there any story? Now we shall have to make one up ourselves. Why do you think Tags brought Jim and Judy here? What does he want them to see? Let us put what you have said into a good story. I

shall print it on the blackboard for you and then we shall read it together.

Enrichment activities

1. The children may tell anecdotes about their pets, especially anecdotes which are similar to the story.

2. Five children may be selected to represent, respectively, Jim, Judy, Father, Mother, and Tags. The teacher may have ready strips of cardboard on which are printed statements such as, *Jim went to Father; Mother went to Judy; Tags went to Jim*. As each strip is shown, the children representing the characters may perform the action stated.

3. The children may draw pictures of their pets. Each child may dictate to the teacher a story about his pet, and the teacher may print the story beneath the picture. Later the pictures may be displayed and the stories read.

All Aboard, page 46

Introductory activities

This is a review page and contains no new words. It tests both vocabulary and comprehension.

Teacher: We are going to play a reading game. We played one the other day just like it. Do you remember that we had pictures with two sentences beneath each one? One of the sentences was right because it told us about the picture. The other sentence was wrong because it told us something which was not in the picture. We had to read both sentences and had to choose the sentence which went with the picture. We shall do the same today.

Basal procedure

Teacher: Our story about Tags was on page 45. What will the next page be? Find page 46.

Look at the first picture. What do you see? Read the first sentence under the picture. Read it to yourselves. Does it tell about the picture? Yes, it does, so it is right. Let us read the next sentence. Is it right? No. Why is it wrong? Yes, Jim is not in the picture. It is Judy who went away on the pony.

Now look at the next picture. What do you see? Read the first sentence to yourselves. Don't say anything aloud. Is the first sentence right? Read the second sentence. Is it right? Read it aloud. Why was the first sentence wrong? Read it aloud.

Look at the next picture. What do you see? Read both sentences to yourselves. Do not say anything aloud. Which sentence was right? Yes, the second one. What did it say? Read it aloud. Read the sentence which was wrong.

The same procedure may be used with the other pictures and text on this page.

Enrichment activities

1. Exercises similar to the ones on this page may be prepared for other pages in *All Aboard*. For each page the teacher should use a strip of cardboard large enough to cover the printed text on the page, or she may make a mask with a hole large enough to allow the picture to show through. Text such as the following may be printed and used with the designated page.

Page 37. Judy
Jim

Page 38. Mother and Father
Jim and Judy

Page 40. Tags and Jim
Mother and Father

Page 41. Jim and Judy ride away.
Mother and Father ride away.

Page 42. Jim and Judy ride away.
Away went Tags.

Page 43. Mother went faster and faster.
Tags went faster and faster.

2. The children may be encouraged to compose rhymes and jingles about the characters of *All Aboard*.

3. The children may be assisted to find words that begin with the same sound as *Jim*, *Mother*, *Father*, *Tags*, and *went*. They may think

of words which rhyme with *ride* (*side, hide, cried*); *away* (*play, day, say, may, hay*); and *went* (*sent, lent, bent*).

Unit VIII—Part 4

"ALL ABOARD," PAGES 47-48

All Aboard, page 47

Introductory activities

Teacher: Have you ever been to the country? What did you see there? Did you visit a farm? What are some of the animals you saw on the farm?

Basal procedure

Teacher: We played a game on page 46. That was our last page in *All Aboard*. What will be our next page?

Find page 47. What do you see in the big picture? Yes, a farm. At the top of the page, in the small pictures, are some of the animals that live on a farm. What are the animals in the first picture? What do you think the word beneath that picture says? Yes, it says *horses*. How many horses are in the picture? What animal is in the next picture? Yes, a calf. What does the word beneath this picture say?

Do you see any horses in the big picture? Where are they? What are they doing? Does the farmer use horses in any other way?

Do you see a calf in the picture? Where is it? What is with the calf?

Continue discussion of the picture and encourage the children to relate the content of the picture to their own experience.

Enrichment activities

1. The children may draw pictures and dictate stories about the farm.

2. The children may plant seeds in pots or window boxes and observe their growth.

3. Rhymes and jingles about the farm may be composed.

4. The teacher should observe carefully the degree of experience

which each child's responses indicate (in connection with the discussion of the pictures on page 47). Every effort should be made to enlarge the experience of children who have had few contacts outside the home.

5. The children may listen carefully to the beginning sound of *calf* and try to suggest other words which begin in the same way.

6. The children may imitate the sounds made by various farm animals.

All Aboard, page 48

Introductory activities

The discussion about the farm may be continued.

Teacher: We shall play our reading game again today. Someone may tell how we play it.

Basal procedure

Teacher: What was the number of the last page we read? Yes, it was page 47. What will be the number of the next page? Find page 48.

Look at the first picture. What do you see? Our game is just a little different today. Look at the words under the picture. You see we have only words instead of sentences. There are three words for this picture, one below the other. One of the words will tell us the name of what we see in the picture. Read the words under the first picture. Read to yourselves. Which one of the words is the name of what we see in the picture? Put your finger on it. What does it say? Now read aloud all the words from top to bottom.

The same procedure may be used with the other pictures and their accompanying text.

Enrichment activities

1. The children may learn about other baby animals besides the calf. Consideration may be given to puppies, kittens, chickens, lambs, and colts.

2. The children may add *horses* and *calf* to their picture dictionary. (See Manual page 156.)

3. The teacher may check each child individually on the vocabulary of this unit. Since all the words are reintroduced and extensively reviewed in the Pre-Primer, *Off We Go*, those children who readily recognize about fifty per cent of them may safely proceed to the Pre-Primer and its accompanying Preparatory Book. As regards those who recognize fewer words (assuming that they missed none of the lessons), the teacher should consider all other data before deciding whether the children should go ahead with the pre-primer program or spend more time at the reading readiness level. The scores on the Reading Readiness Tests and on intelligence tests, the child's interest in learning words, his ability to pay attention to the class activities, his ability to co-operate with other children should be taken into account. The teacher must recognize the fact, moreover, that the number of words recognized in Unit VIII will vary with the thoroughness of the teaching, the number of review activities, etc. One teacher may provide much more experience with the words than another and should therefore expect a larger percentage of successful recognitions. If—based on any reasons, even obscure ones—a teacher has a “hunch” that one pupil will soon “catch on” and that another will continue to be slow, she should follow her “hunch,” at least experimentally. If the teacher feels that a child will soon do better, or that she can shortly remedy his difficulty, she may let him proceed with the pre-primer work for a while as a trial. For a child whom she feels is not “ready,” she should provide further pre-reading and reading readiness activities.

Further reading readiness activities

The first unit in the basal Pre-Primer *Off We Go* (pages 1–14) consists of a story told entirely in pictures. It serves as a review and easy introduction—giving the main characters, etc.—to the book.

Throughout the pre-primer period and most of the primer period experiences are provided in interpreting pictures, following directions, telling and hearing stories and experiences, using rhymes, giving words which rhyme or begin with the same sound, blending word-sound elements, noting the initial sounds of words, practicing the left-to-right perceptual approach, and so on. Thus, there is no complete or abrupt change from the pre-reading program. The

transition is made very gradually, and the child is carried onward on the basis of many familiar activities. These experiences provide for further appraisals of the pupil's ability to learn to read.

Testing speech

The speech test, printed on pages 28-31 of the Manual, should be repeated in the case of children concerning whose speech the teacher may have doubt. Section 14 in Chapter II should be reread in the interest of further work with any children who still have difficulty with the consonant sounds or show other speech difficulties.

1871. The first of the year was a very cold one, and the
winter was unusually long. The snow lay on the ground
for many weeks, and the ice was very thick. The
frost was very severe, and the wind was very strong.
The weather was very disagreeable, and the people
were very uncomfortable. The crops were very poor,
and the people were very poor. The year was a
very bad one for the people of the North.

APPENDIX I

LISTS OF BOOKS OF STORIES, SONGS, POEMS, PHONOGRAPH RECORDS, SOUND MOTION PICTURES, ETC.

The lists of titles of books, songs, poems, phonograph records, sound motion pictures, etc., are now so extensive that it is possible to print only a representative sampling.

Pictures, Games, Equipment

See catalogues of:

Educational Equipment Company, New York, N. Y.

Educational Playthings, Inc., New York, N. Y.

Harter School Supply Company, Cleveland, Ohio.

Milton Bradley Company, Chicago, Illinois.

Plymouth Press, Chicago, Illinois.

AUTHOR	TITLE	PUBLISHER
ABC Books		
Falls.	<i>ABC Book.</i>	Doubleday Doran.
Falls.	<i>Modern ABC Book.</i>	John Day.
Field.	<i>An Alphabet for Boys and Girls.</i>	Doubleday Doran.
Francois.	<i>The Gay ABC.</i>	Scribners.
Gag.	<i>The ABC Bunny.</i>	Coward-McCann.

Mother Goose and Nursery Rhymes

Benet.	<i>Mother Goose.</i>	Heritage.
Greenaway.	<i>Mother Goose.</i>	Warne.
Hader.	<i>Book of Mother Goose.</i>	Coward-McCann.
Lang.	<i>The Real Mother Goose.</i>	Rand McNally.
LeMair.	<i>Our Old Nursery Rhymes.</i>	McKay.
Rackham.	<i>Mother Goose.</i>	Appleton.

AUTHOR	TITLE	PUBLISHER
Picture Books		
Brock.	<i>The Greedy Goat.</i>	Knopf.
de Angeli.	<i>Ted and Nina Go to the Grocery Store.</i>	Doubleday Doran.
Flack.	<i>Angus and the Cat.</i>	Doubleday Doran.
Flack.	<i>Angus and the Ducks.</i>	Doubleday Doran.
Flack.	<i>Ask Mr. Bear.</i>	Macmillan.
Greenaway.	<i>A—Apple Pie.</i>	Warne.
Hader.	<i>Farmer in the Dell.</i>	Macmillan.
Hogan.	<i>Elephant Twins.</i>	Dutton.
Songs and Rhythm		
Barbour.	<i>Child-land in Song and Rhythm.</i>	Schmidt.
Coleman.	<i>Singing Time.</i>	John Day.
*Coleman & Thorn.	<i>Another Singing Time.</i>	John Day.
*Glenn, Leavitt & Rebmann.	<i>Sing A Song.</i>	Ginn.
*MacCarteney.	<i>Songs for the Nursery School.</i>	Willis Music Com- pany.
McConathy et al.	<i>Music in the Kindergarten and First Grade. The Music Hour, First Book.</i>	Silver Burdett.
Waterman.	<i>The Rhythm Book.</i>	Barnes.
Poetry		
Aldis.	<i>Everything and Anything.</i>	Putnam.
Aldis.	<i>Here, There and Every- where.</i>	Putnam.
Aspinwall.	<i>Short Poems for Short People.</i>	Dutton.
*Association for Childhood Edu- cation.	<i>Sung under the Silver Um- brella.</i>	Macmillan.

* Selections given in the Lesson Plans are made from the books indicated with the asterisk.

AUTHOR	TITLE	PUBLISHER
Barrows.	<i>Picture Book of Poetry.</i>	Rand McNally.
Borie.	<i>Poems for Peter.</i>	Lippincott.
Borie.	<i>More Poems for Peter.</i>	Lippincott.
Borie.	<i>David Has His Day.</i>	Lippincott.
Edgar.	<i>Treasury of Verse for Little Children.</i>	Crowell.
Field.	<i>Pointed People.</i>	Macmillan.
Grahame.	<i>Cambridge Book of Poetry for Young People.</i>	Putnam.
*Harrington.	<i>Ring-A-Round.</i>	Macmillan.
Huber, Bruner, & Curry.	<i>The Poetry Book, Volumes I & II.</i>	Rand McNally.
Lear.	<i>Nonsense Books.</i>	Little Brown.
Rossetti.	<i>Sing Song.</i>	Macmillan.
Stevenson.	<i>Child's Garden of Verse.</i>	Macmillan.
*Thompson.	<i>Silver Pennies.</i>	Macmillan.
Wiggin & Smith.	<i>Pinafore Palace.</i>	Doubleday.

General References to and Collections of Children's Literature

Becker.	<i>First Adventures in Reading.</i>	Stokes.
Beust.	<i>Graded List of Books for Children.</i>	American Library Association.
Dalglish.	<i>First Experiences with Literature.</i>	Scribners.
Depew.	<i>Children's Literature by Grades and Types.</i>	Ginn.
*Huber, Bruner & Curry.	<i>Children's Interests in Poetry.</i>	Rand McNally.
Johnson & Scott.	<i>Anthology of Children's Literature.</i>	Houghton Mifflin.
Mahony & Whitney.	<i>Realms of Gold in Children's Books.</i>	Doubleday.
Moore.	<i>Literature Old and New for Children.</i>	Houghton.

AUTHOR	TITLE	PUBLISHER
Wilkinson et al.	<i>The Right Book for the Right Child.</i>	Day.
Wadsworth.	<i>The Modern Story Book.</i>	Rand McNally.

Books to Read and Show to Pupils

Arranged by Topics used in *All Aboard* and *Beginning Days*.

This list is merely suggestive of the large list of books suitable for this purpose.

About Children and Child Life

Brann.	<i>Bobbie and Donnie Were Twins.</i>	Macmillan.
Brann.	<i>Another New Year with Bobbie and Donnie.</i>	Macmillan.
Chute.	<i>Rhymes About Ourselves.</i>	Macmillan.
Lecky.	<i>The Playbook of Words.</i>	Stokes.
Milne.	<i>When We Were Very Young.</i>	Dutton.
Milne.	<i>Now We Are Six.</i>	Dutton.
Mitchell.	<i>The Here and Now Story Book.</i>	Dutton.
Mitchell.	<i>Another Here and Now Story Book.</i>	Dutton.
Newberry.	<i>Cousin Toby.</i>	Harpers.
Wadsworth.	<i>The Modern Story Book.</i>	Rand McNally.

About City Life

Dearborn.	<i>City Friends.</i>	Macmillan.
Miller.	<i>To Market We Go.</i>	Houghton Mifflin.
Peardon & Comegys.	<i>Adventures in a Big City.</i>	Macmillan.
Tippett.	<i>I Live in a City.</i>	Harpers.

About the Farm and Country

Barlow & Martin-son.	<i>Fun at Happy Acres.</i>	Crowell.
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AUTHOR	TITLE	PUBLISHER
Beaty.	<i>How We Farm.</i>	Saalfeld (Akron, Ohio).
Hader.	<i>Farmer in the Dell.</i>	Macmillan.
Hader.	<i>Cock-A-Doodle-Do.</i>	Macmillan.
Horn.	<i>Farm on the Hill.</i>	Scribners.
Serl.	<i>Work-a-Day Doings on the Farm.</i>	Silver Burdett.
Tippett.	<i>I Go A-Traveling.</i>	Harpers.
Tippett.	<i>Singing Farmer.</i>	Grosset

About School Life

Praeger.	<i>To School and Back.</i>	Caldwell.
Yowell.	<i>Robert's School.</i>	Wheeler.

About Home Life, Helpers, and the Local Community

de Angeli.	<i>Ted and Nina Go to the Grocery Store.</i>	Doubleday Doran.
Read.	<i>Jip and the Fireman.</i>	Scribners.
Read.	<i>Mary and the Policeman.</i>	Scribners.
Read.	<i>Mr. Brown's Grocery Store.</i>	Scribners.
Sechrist.	<i>A Little Book of Hal-lowe'en.</i>	Lippincott.
Waddell, Nemec & Bush.	<i>Home.</i>	Macmillan.
Waddell, Nemec & Bush.	<i>Helpers.</i>	Macmillan.

About Nature, Popular Science, Health, Manners, etc.

Baruch & Gyo Fujikawa.	<i>I Like Automobiles.</i>	John Day.
Beauchamp, Crampton & Gray.	<i>Science Stories, Book I.</i>	Scott Foresman.
Charters, Smiley & Strang.	<i>From Morning Till Night.</i>	Macmillan.
Kuh.	<i>The Engineer.</i>	Macmillan.

AUTHOR	TITLE	PUBLISHER
Leaf.	<i>Manners Can Be Fun.</i>	Stokes.
Lenski.	<i>The Little Auto.</i>	Oxford University Press.
Lent.	<i>Diggers and Builders.</i>	Macmillan.
Read.	<i>An Engine's Story.</i>	Scribners.
Read.	<i>A Story About Boats.</i>	Scribners.
Roberts.	<i>Safety Town Stories.</i>	Lyons & Carnahan.

About Animals

Barrows.	<i>Little Duck.</i>	Grosset & Dunlap.
Bryan.	<i>Tammie and That Puppy.</i>	Dodd Mead.
Bryan.	<i>There was Tammie.</i>	Dodd Mead.
Evers.	<i>Little Goosie-Gosling.</i>	Farrar & Rinehart.
Evers.	<i>A Little Lamb.</i>	Farrar & Rinehart.
Flack.	<i>Ask Mr. Bear.</i>	Macmillan.
Flack.	<i>The Restless Robin.</i>	Houghton.
Huber.	<i>Cinder the Cat.</i>	American Book.
Leaf.	<i>Ferdinand.</i>	Viking.
Milne.	<i>Winnie the Pooh.</i>	Dutton.
Newberry.	<i>Mittens.</i>	Harpers.
Orton.	<i>Queenie: the Story of a Cow.</i>	Stokes.
Towsley.	<i>Five Little Kittens.</i>	Farrar & Rinehart.
Troxell & Dunn.	<i>Baby Animals.</i>	Row Peterson.
Winchell.	<i>Jocko.</i>	Whitman.
Winchell.	<i>Polly Parrot.</i>	Whitman.

About Dolls and Toys

Bianco.	<i>Little Wooden Doll.</i>	Macmillan.
Lindsay.	<i>Toyshop.</i>	Harrap.
Thelen.	<i>Toy Maker.</i>	Whitman.
Tippett.	<i>Toys and Toy Makers.</i>	Harpers.

About the Circus and Picnics

Ayer.	<i>Picnic Book.</i>	Macmillan.
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AUTHOR	TITLE	PUBLISHER
Gilmour.	<i>Ameliaranne at the Circus.</i>	Harrap.
Sickels.	<i>Pet Parade.</i>	Scribners.

Motion Picture Films

See catalogues of:

Eastman Classroom Films, Eastman Kodak Company, Rochester, New York.

Instructional Sound Films for the Classroom, Erpi Classroom Films, Inc., 35-11 Thirty-Fifth Avenue, Long Island City, New York.

Pathe Educational Films, 35 West 45 Street, New York, N. Y.

Following are titles of films suitable for the pre-reading period:

An Airplane Trip	Erpi Classroom Films, Inc.	1 reel
Adventures of Bunny Rabbit	Erpi Classroom Films, Inc.	1 reel
Animals of the Zoo	Erpi Classroom Films, Inc.	1 reel
A Boat Trip	Erpi Classroom Films, Inc.	1 reel
Farm Animals	Erpi Classroom Films, Inc.	1 reel
Gray Squirrel	Erpi Classroom Films, Inc.	1 reel
Poultry on the Farm	Erpi Classroom Films, Inc.	1 reel
Robin Redbreast	Erpi Classroom Films, Inc.	1 reel
Three Little Kittens	Erpi Classroom Films, Inc.	1 reel
The Farm	Eastman Classroom Films	1 reel
Monkeys and Apes	Eastman Classroom Films	$\frac{1}{2}$ reel
Baby Song Birds at Mealtime	Pathe Educational Films	1 reel
Sawdust Sidelights	Bell and Howell	

Games

Bancroft.	<i>Games.</i>	Macmillan.
Elliot & Forbush.	<i>Games for Every Day.</i>	Macmillan.

Phonograph Records

See lists of records for children and schools from local dealers in Columbia, Victor, and other record catalogues.

Date Due

REF				DING
RI				ER
California				mmission.
<i>Teache</i>				ndergarten
<i>and Pr</i>				of Educa-
<i>tion.</i>				
Foster, Jo				ie Kinder-
<i>garten.</i>				
Harrison,				flin, 1939.
Hildreth,				is, Minn.:
Educate				
Moore, A				1925.
<i>Newer Pr</i>				ashington,
D. C.;				National
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Riordan,				Education,
Septem				
<i>The Teac</i>				National
Society				ois: Pub-
lic Scho				
Wilson, F				n a Pro-
gressive				. Pages
565-580				
Wright, L				Teachers
College,				

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Gates, Arthur Irving, 1890-.
The new work-play books

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COMPACT STORAGE

APPENDIX II

REFERENCES ON PRE-READING AND READING READINESS PROGRAMS FOR THE TEACHER

- California, Department of Education, Curriculum Commission. *Teachers' Guide to Child Development; Manual for Kindergarten and Primary Teachers*. Sacramento: State Department of Education.
- Foster, Josephine C. and Headley, Neith. *Education in the Kindergarten*. American Book Company. 1936.
- Harrison, M. Lucile. *Reading Readiness*. Houghton Mifflin, 1939.
- Hildreth, Gertrude. *Learning the Three R's*. Minneapolis, Minn.: Educational Publishers, 1936. Chap. 5.
- Moore, Annie. *The Primary School*. Houghton Mifflin. 1925.
- Newer Practices in Reading in the Elementary School*; Washington, D. C.; Department of Elementary School Principals, National Education Association. 1938. Pages 247-290.
- Riordan, Eleanor. "Prereading Activities," *Childhood Education*, September, 1928. Pages 23-28.
- The Teaching of Reading*; Thirty-sixth Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company, 1937. Pages 78-98.
- Wilson, Frank and Burke, Agnes. "Reading Readiness in a Progressive School," *Teachers College Record*, April, 1937. Pages 565-580.
- Wright, Lula E. *A First Grade at Work*. New York: Teachers College, 1932. 247 pp.

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Gates, Arthur Irving, 1890-.
The new work-play books

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